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ABSTRACT

This booklet is the second in a series of annual publications that list and describe a wide array of promising and innovative educational practices in hopes of stimulating the development of alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. Included in the booklet are brief descriptions of approximately 175 promising practices nominated by Michigan teachers and administrators during the 1973-74 school year and selected by a statewide committee. However, no attempt was made to validate the effectiveness of the selected practices. The booklet is organized in separate sections related to the preschool, elementary, intermediate, and high school levels. Within each section, promising practices are listed alphabetically by school district; there is also a separate subject index. A sample of the official format for nominating promising practices for inclusion in future issues of the booklet is also included. (Author/JG)

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Locally Identified

Promising Educational Practices 1974

Experimental and Demonstration Center Program /Box 420/ Lansing, Michigan 48902
Michigan Department of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EXPERIMENTAL AND DEMONSTRATION CENTERS PROGRAM

INTRODUCTION

"Locally Identified Promising Educational Practices" was published with the hope that it would stimulate educational changes which will improve the process of teaching and learning in Michigan. We also want to provide teachers and administrators with recognition for their successful practices.

The promising educational practices listed are locally identified and the Department of Education made no attempt to validate their effectiveness. The Department's purpose in distributing this publication is to provide a needed service to local and intermediate school districts and therefore it would be inappropriate for the agency to endorse any of the practices listed as they have not been through the Department's validation process. It is possible in future publications of this kind that selected delivery systems will be validated and the Department will assume a more personal advocacy role in their dissemination. Thus, people wishing to replicate any practices in the present listing are urged to obtain more information directly from the local person identified as the contact for the practice.

The practices in this listing were solicited through school administrators and teachers during the 1973-74 school year. A state-wide committee was formed by a variety of professional organizations selecting their representative. This committee, whose members are listed on the back cover, will serve on a continuing basis to assist the Experimental and Demonstration Centers Program in publishing "Locally Identified Promising Educational Practices" each year.

The criteria for listing nominated practices are:

1. The practice is observable.
2. The practice has been in operation for a period of at least one year.
3. The practice was not funded from federal or state experimental programs.
4. There is evidence that a positive change was made in the target population as compared to a prior condition or performance.
5. Evaluative data of the practice are available.
6. Cost data of the practice are available.

In order for the Experimental and Demonstration Centers Program to serve as a clearinghouse of promising educational practices, there must be a flow of ideas from people working in all fields related to education, both public and private. Therefore, the Experimental and Demonstration Centers Program urge you to submit practices by using the nomination format in the back of this publication. The practices submitted will be reviewed on or before May 1 each year for the publication each Fall.

Promising educational practices are grouped into sections called preschool, elementary, intermediate, and high school with each section arranged alphabetically by place (school district). In addition, a subject index is located in the back.

In addition to this listing of "Locally Identified Promising Educational Practices", you may wish to read the "Michigan Experimental and Demonstration Centers Projects — 1974-75" which has descriptions of new programs which were developed in Michigan using special State or Federal funds. Free copies may be obtained by sending requests to:

Michigan Department of Education
Experimental and Demonstration Centers
Program
Box 420
Lansing, Michigan 48902

FOREWORD

The State Board of Education requested that the Experimental and Demonstration Centers Program of the Department of Education act as a clearinghouse to help identify and disseminate locally identified promising educational practices. This publication is the second of a series which will give exposure to a wide array of ideas which we hope will stimulate the development of many alternative educational delivery systems and strategies involving students, teachers, administrators, and parents. We also hope this publication will provide teachers and administrators with some recognition for their successful practices. We believe there is a need for all educators to share good ideas and to communicate effective teaching strategies if we are to continue to improve our services to children and youth.

It is our belief that classroom teacher participation in identifying promising educational practices is absolutely critical to the entire process. Specifically, the Department has developed procedures which will assure teacher participation in the identification of promising educational practices. First, teachers will have an opportunity to submit their ideas to the Department of Education at any time during the year by completing the format found on the last page of this publication. Secondly, Michigan teacher organizations have been notified that the Department will be providing this service and will encourage their membership to submit their best ideas; and finally, teachers will be involved in the screening committee that will make the final selections for inclusion in the publication.

It should be emphasized that the practices identified in this publication have been locally identified and may not have been subjected to a rigorous evaluation. Nevertheless, those who submitted the practices and those who reviewed them believe that these ideas would have value for other educators throughout the state as they seek to improve the quality of teaching and learning.

John W. Porter
Superintendent of Public Instruction

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN PRE-SCHOOL EDUCATION

PLACE: Birmingham Public Schools

TITLE: Early Childhood Screening Program

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: All pre-school children ages birth to 5 years within the school district. Length of operation — four (4) years. Part-time special services staff with expertise in the areas of speech, language, hearing, vision, reading, child psychology, and social work. Standardized diagnostic evaluation instruments. The program requires a clinical setting.

DESCRIPTION: The purpose of the program is to assist parents of pre-school children to diagnose their children's educational needs prior to enrollment in the Birmingham Public Schools. The service is available to any parent within the district prior to initial kindergarten enrollment.

Parents are scheduled to bring their children to a clinic staffed by professionally trained special service personnel. The youngsters are evaluated with standard diagnostic tests and personal observation. Parents are immediately informed of evaluation results.

If specific pupil needs are diagnosed, an individual prescription is written by the clinical staff and forwarded to the child's attendance school. Approximately 10% of the estimated pre-school population in Birmingham have been found in need of special assistance. School personnel and parents are very supportive of the program.

PLACE: Benton Harbor Area Schools

TITLE: A Pre-School On Wheels

CONTACT: Ron Van Donselaar
1700 E. Britain
Benton Harbor, Michigan 49022
(616) 926-8273

DATA: 3-4 year olds and parent or guardian. Mobile Unit.

DESCRIPTION: Mobile Unit: The units are a van-type house Mobile, approximately 27-feet long and ten feet wide. Each Mobile unit is electrically heated, air conditioned, and equipped with a toilet and refrigerator. Shelves are used for storage and as a divider so that parents are on one side and children on the other.

The Program: The two Parent-Child Mobile units accommodate 160 three & four year old children and their parents weekly. Each mobile unit is driven into the neighborhoods and parked in selected locations where the greatest concentration of children and their parents live. Five children and parents attend one hour sessions each week. Four sessions are held daily, Tuesday through Friday. Mondays are used for home visits, inservice training, gathering of materials, and discussions of the previous week's activities as well as activities for the coming week.

The parent will TALK about how he can become more involved in his child's learning; DISCOVER tips to help his child grow and develop; VISIT with his neighbors and children in the program; BORROW books, toys, games and materials to make learning fun; and, RECEIVE health services for his child.

Each mobile unit is staffed with a teacher and two paraprofessionals. The teacher is the leader of the three-member team and is responsible for Curriculum development, inservice of paraprofessionals, and collection of materials. One paraprofessional works for one hour with each group of children. Simultaneously, the teacher instructs the parents not only acquainting them with materials and concepts introduced to the children, but also with games, toys, puzzles and constructions projects which they are to introduce and share with their children during the week.

The third member of the team serves as a liaison between the home and the mobile unit. Her duty is to visit the homes and follow up the activities that are presented on the unit. She observes the parent working with the child and discusses any problems or concerns the parents may have.

The parent must accompany the child each week for the one hour session on the mobile unit. The parent must also be willing to devote a certain period of time each day to work with the child on the special activities for each week.

PLACE: Benton Harbor Area Schools

TITLE: A Public Pre-School Program

CONTACT: Ron Van Donselaar
Boynton School
1700 E. Britain
Benton Harbor, Michigan 49022

DATA: Two hundred 3 and 4 year olds.

DESCRIPTION: The Pre-School program has become an integral part of the Benton Harbor Area Schools Elementary School program. The Pre-School classrooms are located in several Title I elementary buildings throughout the district. Each classroom is staffed by a team of one certified teacher and one paraprofessional. Each team conducts a morning and afternoon session of fifteen to eighteen children five days a week. Teachers and paraprofessionals are responsible to the Pre-School Coordinator as well as being participating members of the faculties of their respective buildings.

The inclusion of the Pre-School program in the elementary buildings has made a smooth transition into Kindergarten, better communication between Pre-School and Kindergarten teachers, and the implementation of the "Follow Through" concept.

Approximately 200 three- and four-year-old children are enrolled in the program. Selection of students is on a first-come-first-serve basis of those who live in the Title I Target Areas.

Each classroom is set up with several "learning centers" so that many learning experiences "are happening" simultaneously. These learning centers are small areas in the room where science, art, dramatic play, manipulative toys, construction with large and small blocks, and a reading corner are available to the children during "work time".

An additional aspect of the program is parent involvement and parent participation. Parents are encouraged to come into the rooms to observe and work with their child as well as with the other children.

PLACE: Leslie Public Schools

TITLE: Kindergarten Individual Developmental Screening K.I.D.S.

CONTACT: Mr. Thomas E. Belloli, Elementary Principal
Lower Elementary
212 Pennsylvania Street
Leslie, Michigan 49251
(517) 589-3131

DATA: 95-110 Pre-Schoolers. One year. Three kindergarten teachers, one physical education teacher, one guidance counselor, one social worker, one speech therapist, one dental technician, one hearing technician, one vision technician, ten PTO volunteers. Office equipment for completion of CA 60. 12 volunteer PTO members.

DESCRIPTION: The purpose of the program is to provide valuable information, not previously available, to the kindergarten teachers concerning children entering school the following fall. It is not designed as a measure of whether or not a child will start school; instead it is an attempt to prepare school for the child. A full school day in late April is used for the program. Babysitting is provided so that the parents can go through the 8 stations with their child and give him their full attention. Because of the program, several children in need of medical attention were helped, many were enrolled in pre-school programs and several were enrolled in the regional special education developmental program.

PLACE: Clarenceville School District

TITLE: Pre-Primary Education

CONTACT: Mr. Harold Humble
28830 W. Eight Mile Road
Farmington Hills, Michigan 48024
(313) 474-8900

DATA: Students - Pre-primary, 4-5 year olds. One semester. One - Pre-primary teacher. Kindergarten equipment and materials. Pre-primary skill units - "Follet Thinking and Language".

DESCRIPTION: To provide experiences for children who lack sufficient skill in social, motor, and cognitive areas prior to entry into kindergarten. A full-time teacher, teacher aide, and parent help work with two classes of children for two and one-half hours each day. Each session is designed to develop the three skill areas. Health services are provided. Parent contact is maintained through teacher home visits. Alternate Friday's are set aside for this purpose and regular classes are not held.

The Inventory of Readiness Skills is given both as a pre and post test. The PAR Social Skills is also administered. All children are invited for the pre test and the forty who show they could benefit the most from the program are selected. A copy of the graph showing growth for each child between the pre and post test is attached.

PLACE: Fremont Public Schools

TITLE: Pre-school — Screening for Special Problems — (Early Birds)

CONTACT: A. H. Foster
502 North Division
Fremont, Michigan 49412
(616) 924-4380

DATA: Children not old enough for Kindergarten and having symptoms of future academic failure, leading to possible emotional conflict later on. A School year. Certified Early Childhood Specialist. Pre-school equipment, educational toys for pre-schoolers records, books, etc. Food, health and psychological services.

DESCRIPTION: Children are chosen through the cooperation of the Department of Social Services, Probate Court and from information on our family record cards. Problems are recognized early, a program is developed for each child with the express purpose of making his adjustment to formal school education, one year later, easier and more successful.

Teacher log is kept on progress of each student.

These children go through the pre-school screening program the same as other children in the spring before school is out to test their readiness for Kindergarten.

PLACE: Lakeview Public Schools

TITLE: Pre-School Orientation

CONTACT: Mrs. Evelyn M. Salturelli
25901 Jefferson
St. Clair Shores, Michigan 48081
(313) 771-0200

DATA: Pre-Kindergarteners (all children eligible for kindergarten in one year). Length of operation Fall-Spring*. Five elementary Counselors.

DESCRIPTION: The Pre-School Orientation is coordinated by the district's five elementary counselors in all nine elementary schools. This program has been in existence five years with an average of 99.2% of parents and children participating.

The purposes of the program are: 1) to help facilitate adjustment to the school environment; 2) to educate parents in the area of child growth & development; 3) to acquaint parents with the goals of the district and resource personnel and service available to them; 4) to help identify, through the pre-school screening and other means, those children with possible learning difficulties.

The program consists of three meetings in the fall and four in the spring, but is sustained throughout the year. Parents and children both attend and are divided into small groups of ten or twelve with activities planned for parent and child. Sessions cover an introduction of the program, demonstrations and information to parents in the area of perceptual motor development, discussions of health, speech, child management, using various district personnel.

Pre-schoolers participate in activities such as listening to a story, talking together with the counselor, motor activities, visual and auditory discrimination.

Follow-up counseling service is provided to parents and children where indicated. The program is conducive to encourage parents to seek counseling service for other school family members, if needed.

*This practice has been in operation in the Lakeview District for five years.

PLACE: Lakeview Public Schools

TITLE: Pre-School Screening

CONTACT: Mrs. Evelyn M. Salturelli
25901 Jefferson
St. Clair Shores, Michigan 48081
(313) 771-0200

DATA: All identified 4-5 year old children eligible to enter kindergarten the following September. 8 days*. Temporary re-assignment of school Personnel. Primary Specialist Reading Consultant, Elementary Counselors, Health Service & Speech. *Motor skills*: balance beam, 6" ball, mat; *Vision*: Goodlite chart, stero tests, wand, bioptor; *Hearing*: audiometer; *Speech*: Scott Foresman Articulation Cards; *Developmental Skills*: Lakeview Pre-School Screening Test.

DESCRIPTION: Each Spring, appointments are made for each child to be screened by the team of school specialists in five

areas. They are: 1) visual acuity and binocularity; 2) hearing; 3) speech; 4) perceptual motor; 5) developmental.

The purpose of this program is to identify areas of need before school entrance, and to be able to supplement classroom learning during the kindergarten year with individual activities and programming.

In the fall, children are re-tested in individual areas of need by regular school personnel, and those still indicating potential learning problems are specifically programmed for and worked with by a Primary Specialist on a weekly basis. All early elementary classroom teachers have the opportunity to receive training in the perceptual motor and developmental areas through the summer program. Thus, they are quite proficient in interpreting the pre-school screening scores and coordinating the individual programming with the Primary Specialist.

*This practice has been in operation in the Lakeview District for 5 years.

PLACE: L'Anse Creuse Public Schools

TITLE: Pre-Kindergarten Orientation, Evaluation and Follow Through

CONTACT: Rosalie Jordan
L'Anse Creuse Public Schools Reading Center
25555 Crocker Blvd.
Mt. Clemens, Michigan 48043
(313) 468-3131

DATA: Children who will be five, on or before December 1, and who will be entering kindergarten the following school year. Length of operation — three years. Kindergarten teachers, resourse room teachers, and reading consultants. Additional Personnel: School social workers, school nurse, trained parents and trained student aides. Materials used for evaluative purposes consist of an informal test battery which incorporates portions of recognized developmental tests. Materials and equipment used as a part of the follow-through in kindergarten are specifically selected to develop the skill areas essential to academic achievement which are assessed on the pre-kindergarten evaluation. The organizational plan and the implementation of the program are the direct responsibility of the building reading consultant.

DESCRIPTION: Orientation: Pre-kindergarten children are invited to come to school in small groups in April or May. They meet their future teacher and are engaged in activities which permit the teacher to observe social interaction and skill in the use of scissors and crayons. Their parents meet with the building principal, social worker, school nurse and reading consultant. The pending evaluation is explained. The growth and maturation of the five year old are discussed. The parents are given a handbook of ideas and activities to involve them in the partnership of education.

Evaluation: Each child is scheduled by appointment for the individual evaluation. The evaluation process takes approximately 35 to 45 minutes. Seventy children can be evaluated in one day. The evaluation team consists of the building speech therapist, the building resourse room teacher, the building kindergarten teachers, a reading consultant and a team of parents trained for specific responsibilities. The parents are trained and scheduled by the reading consultants. The children's parents are invited to have coffee and to discuss any personal concerns with the school social worker and building principal.

Follow Through: The results of the evaluations are discussed with the parents. The speech therapist identifies children for speech and language development in the summer school program. The reading consultants identify children for a developmental program in the summer school.

The building reading consultant compiles a building composite of the individual evaluation scores with other pertinent data and identifies areas of strength and areas of weakness. She then discusses the results of the evaluation with the building kindergarten teachers. An educational plan is developed with the teachers which will provide for individual differences.

To better enable the teachers to provide for these individual differences, the reading consultants, this past year, conducted four two-hour workshops and made recommendations for specific materials and activities.

Also this past year, in conjunction with the high school, the reading consultants developed a credit program for the training of volunteer high school aides to enable the kindergarten teachers to better meet the needs of the individual children. The aides were required to attend eight two-hour workshops and to assist in the kindergarten classroom a minimum of five hours a week on a regularly scheduled basis.

PLACE: Macomb Intermediate School District

TITLE: Preschool Screening and Parent Education Program

CONTACT: Dr. Patty C. Rice
44001 Garfield Rd.
Mt. Clemens, Michigan 48043
(313) 465-2101 (ext. 246)

DATA: Preschoolers (4-5 year olds) and parents of preschoolers. Length of operation varies with local district — from 4 weeks to semester. Teacher for preschool and volunteer parent aides. Kindergarten materials such as housekeeping toys, trucks, blocks, puzzles, pegboards, etc. Screening tests, such as Lippincott Letter Knowledge, Purdue Perceptual Motor, Brenner Developmental Gestalt Test. Meeting room for parents and for the preschool program.

DESCRIPTION: Macomb Intermediate School District provides consultant service and inservice training for local district personnel in establishing a preschool screening program and preschool program for children that will be entering kindergarten the following fall.

The screening battery, developed at the Macomb Intermediate School District, consists of screening procedures in the areas of gross motor skills, manipulative skills, visual skills, auditory skills, language skills and cognitive skills. Macomb ISD personnel provide two three-hour training workshops to acquaint the local district personnel in the philosophy behind the screening, familiarize them with the tests and procedures for administering the test battery. The screening battery is administered to all of the incoming kindergarteners in the spring. This is done with various stations set up with the help of the kindergarten teacher, preschool teacher and volunteer aids. The children that score in the lower quartile on this screening battery are invited to attend approximately a 6 week preschool program to help them develop skills in the areas indicated by the test battery.

The preschool program provides activities to allow for the child to develop in the six areas included in the test battery as well as social and emotional development. The teachers and parents also participate in a series of workshops to help them to understand ways to provide for optimal development in gross motor skills, manipulative skills, visual skills, auditory skills, language skills and cognitive skills. These workshops are conducted by personnel from both the local district and Macomb Intermediate School District Department of Instruction. The MISD consultant is also available for consultation with the preschool teacher during the preschool program for the children.

Districts using the Preschool Screening Battery: Clintondale, Roseville, Armada, Warren Consolidated, L'Anse Creuse, Utica and Fitzgerald.

PLACE: Wexford-Missaukee Intermediate School District

TITLE: Special Needs Pre-School

CONTACT: Shirley Kent
Cass Elementary School
Cadillac, Michigan 49601
(616) 775-2671

DATA: Pre-schoolers with Speech and/or language deficiency. Length of operation five months. Deaf Ed., speech therapists, aids, & supportive persons. Child Care Center, Toy Lending Library, Peabody Language Kit No. P, other manipulative toys for sense training, gross motor activities, suitable fine motor activities.

DESCRIPTION: Our program has been in operation for five months, and we are extremely happy with the results. We are only able to meet one morning per week because of teachers case loads and the availability of facilities.

For the program we describe Special Needs as: Those children with speech and/or language deficiencies for whatever reason.

We have one visually impaired, two hard of hearing, and an emotionally disturbed child. A child with a cleft palate repair, and several with only speech and language problems. Their ages run from two years to five years.

The basis of the program is the Toy Lending Library. Each child is given a manipulative toy to take home each week. The child and parents or siblings *play* with that toy for one week and then returns it the following week. They are then given different toys and the toys keep cycling. The parents are instructed with film strips, tapes, and a parents handbook on the proper sentence phrasing and use of the toy.

There is an observation room available for the parents and coffee is served to them. An impressive unity has developed among the parents. We even have Fathers coming.

We utilize two aides from the Vocational Child Care Class each week. They help supervise the children while the teachers work individually with them.

Children who had difficulty joining the group activities are now eager joiners. Children who were reluctant to verbalize, are gradually talking more. Children who have difficulty playing with peers are learning to share. Probably the best evaluation is the child who has gained nine months in speech and language in the five months he has been in the program.

PLACE: Wayne-Westland Community Schools

TITLE: Schools and Parents Assisting with Resources for Kids in Early Years (SPARKEY)

CONTACT: Jim Linderman, Director
5400 Fourth Street
Wayne, Michigan 48184
(313) 722-1500

DATA: Children 3 to 5 years. Length of operation — one year. Early Childhood Disability, Speech, Perceptual Development and other Special Services teachers as needed.

DESCRIPTION: The goal of SPARKEY is to assist the parents to maximize the strengths and unique experiences of the children during preschool years. SPARKEY consists of three phases:

The SPARKEY BOX, designed to assist parents by providing them with training from which they learn how to make and use materials and activities created from household and homemade items. Activities and materials revolve around the development of basic sensory modalities to aid the child in developing basic readiness skills.

The HOME-SCHOOL component consists of trained parents working with four children in their home, four days a week for two hours a day. Our para-parents continue working with the basic skills concepts, affording each child the opportunity to participate in small group activities.

The SCHOOL-CENTER BASE component provides a more formalized learning situation for those 4-year-old children identified through Components 1 & 2, as having specific diversified needs. Professional staff members work with a heterogenous group of children in a classroom, offering activities designed to further develop and refine such skills as: language, communication, self-awareness, listening, art, music, and gross and fine motor. The essential key to maximum benefit for each SPARKEY student is continued parental involvement through all three phases of the program.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN ELEMENTARY EDUCATION

PLACE: Ann Arbor Public Schools

TITLE: King School Choice Program

CONTACT: Rachel Schreiber, Principal
3800 Waldenwood
Ann Arbor, Michigan 48105
(313) 761-1254

DATA: Pupils in grades 3, 4, and 5. Length of operation 5 years. Materials depend on course offered.

DESCRIPTION: The King School Student Choice Program was initiated in 1970. Minor changes have been made each year. The program is made up of many short concentrated courses. The subjects are suggested by students and teachers. Courses include art, music, P.E., science, Language Arts, social studies, crafts and hobbies. Minimum requirements insure that each child is exposed to each subject area, while the vast variety of classes offers more subjects for the child to choose according to his individual interest.

Choice Classes last 40 minutes daily for 3½ to 4 weeks with 8 periods during the year. All Choice Classes are multi-age. The morning classes have 3rd and 4th graders. The afternoon classes have 3rd, 4th, and 5th grade children.

Pupils choose classes for 3 or 4 periods at one time. Choices are made by the individual student with the help and guidance of the classroom teacher. Students are asked to choose 3 classes of their greatest interest in each period so they can be assured of one of their choices. On occasion a class such as cooking or Pond Life might be chosen by so many students that not everyone can take the class. These classes are then sometimes repeated.

Individual records of the courses taken are kept to insure that requirements are met and a variety of subjects have been explored by each child.

PLACE: Avondale School District

TITLE: Family Grouping

CONTACT: Mr. William DeQuis, Principal
R. Grant Graham Elementary
2450 Old Salem Road
Pontiac, Michigan 48057
(313) 332-5454

DATA: 34 five, six and seven year old children. Length of operation one year — family group; 3 years — open classroom. Two classroom teachers.

DESCRIPTION: The open classroom concept at R. Grant Graham School has been extended this year to include family grouping, that is, classes based on the children's ages of five, six, and seven years. Thus, kindergarten, first, and second grade children form a primary unit within a single classroom.

The flexible grouping has been planned because the teachers have always been faced with the uneven growth patterns of children and the need to individualize instruction to meet their mental, social, and physical development.

Advantages: 1. It utilizes space and staff most effectively as class loads are distributed more evenly. 2. It allows the student to progress as rapidly and as far as he is able. 3. It allows the slow student time to absorb each skill, assuring him continuous progress. 4. It allows the five-year old to remain for half a day, thus leaving a smaller group for the other half day to work on specific problems. 5. It allows a child to stay with one teacher for three years, thus getting security and continuity in the program. 6. It allows for cross-age tutoring. 7. It allows each child to develop emotionally, socially, and intellectually.

Results after one year: Confidence and a good self-concept has grown more naturally in a multi-level age grouping. The parents are very receptive to this grouping and are requesting it to be continued.

PLACE: Benton Harbor Area Schools

TITLE: Work Stations for Reading

CONTACT: Mrs. Juanita Nielsen
280 Collins
Benton Harbor, Michigan 49022

DATA: IGE Unit 4-6 Reading Class. Length of operation 1 school year. One aide is used at this time.

DESCRIPTION: My reading program centers around a tri-colored wheel. Each color section represents a group of students (as many as 10 per group). Around the phase is "Work Table", usually handwriting or spelling workbook assignments. Another is called "Reading Table" which consists of four parts. The first thing a student does is read an assigned story independently before coming to the teacher (or aide) secondly, they ask the student comprehension questions. Thirdly, each of the students must orally read and master a list of sight words that accompany each story. The fourth part of this phase is oral reading to the teacher (or aide). The remaining phase of the wheel is called "Stations". This phase uses 10 desks or work areas scattered around the outskirts of the room. At each of these "Stations" is an independent assignment relating to reading, with a mixture of fun and serious tasks. Each station is different and includes various assignments relating to such areas as: reading skills, grammar review, short story comprehension, creative writing, chart or graph reading and other assignments which challenge the creativity of the teacher in selecting "stations." (It is important to note that these stations can also relate to other class subjects such as science and social studies.)

Students keep track of which stations they are to be working on by watching the location of an arrow on a grid chart which has each student (by color group) corresponding to different stations on different days. Each student will spend 20 minutes at one station per day, until in a week period, each student has completed all ten stations (at which time the teacher must change the stations.)

The Reading period itself is rotating so that each day of reading a student (by group) will spend 20 minutes at each phase of the wheel before rotating to the next phase and its activities.

A main attraction to this program is its flexibility and adaptability to fit each classroom and teacher while keeping the student's interest level up. The program that I use testifies to this as it was adopted after observing a program set up by Miss Carole Nielsen, past elementary teacher, and currently an instructor at Central Michigan University.

PLACE: Benton Harbor Area Schools

TITLE: Gross Motor Skills for Reading

CONTACT: Yvonne Chapman, Principal
Columbus School
815 Columbus
Benton Harbor, Michigan 49022
(616) 926-6145

DATA: All Reading Classes in Columbus School. Length of operation two years.

DESCRIPTION: Each teacher takes his/her reading class to the gym for twenty minutes each day for work on gross motor skills — such as, space movement, body movement and skill games; hand-eye coordination hand-foot coordination and perceptual motor skills.

This is the second year of the program. The teachers feel that this extra effort has helped the children in their reading and math.

PLACE: Benton Harbor Area Schools

TITLE: Aud-x and Controlled Reader

CONTACT: Boynton School
711 E. Britain
Benton Harbor, Michigan 49022

DATA: Fifth grade classroom. Aud-x and controlled reader, software.

DESCRIPTION: A highly motiviational program for increasing reading ability is being used in regular fifth grade classroom at Boynton School.

The Aud-x and Controlled Reader along with the soft ware are used as an integral part of the reading program. The program supports the adopted series and extends the variety of skills presentation to those reluctant readers at every level primary through 6.0. Reinforcement is built into the program on a continuing basis so that learning is maintained. This program encourages independent learning.

PLACE: School District of the City of Berkley

TITLE: Individualized Math (IMUES)

CONTACT: Mrs. Peggy MacLachlan
Oxford Elementary
3607 Oxford
Berkley, Michigan 48072
(313) 548-8410

DATA: 4th, 5th & 6th grade students at 3 elementary schools. September - June, 1973-74. One Coordinator. Computer equipment, math games & manipulative aids.

DESCRIPTION: IMUES is an acronym for Individualizing Math for Upper Elementary Students. This program has been planned, written and implemented by the upper elementary teachers of the three schools where it is in operation. Consultant help is provided by Oakland Schools staff for the concentrated in-service program which is an integral part of the whole project. This program has been made possible to the district by a performance contract grant from the State Department of Education. Oakland Schools is the performance contractor.

PLACE: School District of the City of Berkley

TITLE: Wisconsin Design for Reading Instruction

CONTACT: Mr. Glenn Dawson
Oxford Elementary
3607 Oxford
Berkley, Michigan 48072
(313) 544-7882

DATA: 1st, 2nd & 3rd grade students at Oxford Elementary. September - June, 1973-74. Reading Consultant. Multi books, games, activities.

DESCRIPTION: This is a diagnostic, prescriptive approach to the teaching of reading skills for primary students. Parent volunteers, teacher aides and teachers cooperate in providing small group instruction in two week segments to youngsters participating in the program. There is a high level of enthusiasm and excitement among community, students and staff for the project. Test data shows increase in student achievement since the program began.

PLACE: Big Rapids Public Schools

TITLE: Kindergarten Complex

CONTACT: David E. Johnson, Principal
501 W. Bridge
Big Rapids, Michigan 49307
(616) 796-6234

DATA: Kindergarten Staff and students. The school year 1973-74.

DESCRIPTION: For all kindergarten students in the district, we are using four rooms and seven sections with a staff of 3½ teachers.

We are achievement level grouping for reading readiness three days a week for a half hour, both morning and afternoon. We are constantly regrouping these children as their achievement level changes. We feel we are better meeting each individual child's needs than we have done in our old self-contained rooms.

The teachers are working together and exchanging students for some of the special areas such as: music, art, & P.E. Each room has one 20 minute period a week where the high school gym is available for their use. We have been using some of the high school P.E. equipment and lots of the elementary P.E. equipment.

There has been a great deal of sharing of supplies, equipment, and resources among the teaching staff. This saves a lot of duplication in these areas. Each teacher has at least one high school student helping them in the classroom every hour of the day.

PLACE: Birmingham Public Schools

TITLE: Learning Resource Centers

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: District school pupils in grades K-9 with education handicaps. Length of operation is one year. Certificated special education teachers. Diagnostic testing materials and prescriptive aids. One paraprofessional aid and one certificated teacher staff for each center.

DESCRIPTION: The purpose of the LRC program is to help children with diagnosed learning disabilities to both be in the "mainstream" of the school and receive additional specialized help.

The program is designed to assist educably mentally retarded and educationally handicapped youngsters succeed in school without segregating them into self-contained special classrooms. As children overcome their handicaps they are given increasing opportunities to attend regular classes during the school day. While handicapped youngsters are in the centers they are instructed through the use of individualized educational prescriptions. The prescriptions are also used by both the child's regular classroom teacher and parents. The children in the center are screened by an Educational Placement and Planning Committee consisting of professional diagnosticians, school staff, and parents. Children served by the program spend up to 50% of their school day in their center. Children needing additional individual help are enrolled in backup, self-contained special education classrooms (three in the district).

Evaluation of the program includes the monitoring of pupil achievement and attitude of all EMR and EH children using the PIAT and a local attitude survey. Additional structured interviews and opinionnaires are used to assess staff and parent views of the program. A mid-year educational audit has been completed. An end-of-year evaluation report will be available in July, 1974.

PLACE: Birmingham Public Schools

TITLE: SITE (Schools Improving Their Environment)

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: All pupils within the school district. Length of operation two years.

DESCRIPTION: The SITE program is directed by a volunteer citizen advisory board. Activities of the program include the sponsorship of site improvement programs at each school, the publication of a monthly newsletter *(The Grapevine)*, and the surveying of all elementary school grounds for the Board of Education to determine priority needs.

The SITE Committee is self-supporting and works cooperatively with the Birmingham Parent-Teacher Organizations of each school and the Women's National Farm and Garden Association of Birmingham.

The SITE Committee has published a Needs Assessment Study of all elementary school grounds in the district. It is available on request for review by other districts.

PLACE: Carman Schools

TITLE: Drown Proofing

CONTACT: Ann Maginity
G-3561 Beecher Road
Flint, Michigan 48704

DATA: 4th Grade Students. Length of operation 12 weeks (1 hour class per week). Elementary Physical Education Teacher. Pool, life jackets, canoes.

DESCRIPTION: Our goal is to "drown proof" every child in the district. This program is offered to all fourth graders in the district to teach water survival procedures and techniques and to prepare students mentally and physically for emergency situations which may happen in or on the water.

Children need parental permission, a swim suit and a towel. Classes are held once a week for twelve weeks during the school day in the high school pool.

In addition to survival techniques practical applications of swimming strokes, boating skills, and breath control are also learned. Parents are invited to watch their children learn.

PLACE: Covert Public Schools

TITLE: All-Day Kindergarten

CONTACT: Alfred Hawkins
Covert Elementary School
Covert, Michigan 49043
(616) 764-8995

DATA: 74 kindergarten students. Length of operation two years.

DESCRIPTION: This project was developed out of a need to break the failure cycle of students in the early elementary grades. The daily schedule provides for rest and academic work. The learning objectives are the same for all children, but activities are programed so that children will not encounter tasks that they cannot handle and the teacher receives constant feedback on the performance of each child. The program is organized around the needs of the learner, enabling him to make the most of his abilities.

The program is being evaluated using Metropolitan Achievement Tests. The per pupil cost is approximately $520.

PLACE: Detroit Public Schools (Region I)
Ferry Elementary School

TITLE: Key Reading Center.

CONTACT: Gloria Middlebrook, Reading Coordinator
2920 E. Palmer
Detroit, Michigan 48211
(313) 921-7516

DATA: Primary Unit — Grade 3.
Length of operation 3 years. Reading Specialist or Experienced Reading Teacher. Tests: (Informal, diagnostic, and Standard Achievement); supplementary readers (all levels); audio-visual "Learning Kits", tapes, filmstrips, teaching games, etc.

DESCRIPTION: Purpose: To diagnose thoroughly the learning disabilities of each pupil that is referred to the "Key Reading Center". To prescribe those "Minimum Standards" that meet the pupil's learning level. To plan the pupil's performance objective at the level that provides a success pattern each day.

Implementation: All information regarding the pupil's academic and ancedotal records must be evaluated to re-assure social and emotional stability as the pupil's self-image is enhanced as he performs successfully his academic task each day. An informal (oral) inventory might take precedent over a standardized test if the pupil reflects any instability at the though of a written test.

Evaluation: The pupil experiences success each day as he uses a variety of reading materials to learn how to read.

His test results on the annual City-Wide Grade Test shows vast improvement in reading skills and comprehension.

PLACE: Eaton Rapids Public Schools

TITLE: Learning Centers

CONTACT: Mrs. Marsha Jones
Southeastern Elementary
Cowan Drive
Eaton Rapids, Michigan 48827

DATA: Elementary Students. Length of operation 8 months (since beginning of school year). There are 2 regular classroom teachers. Tape recorders, record players, listening post with head sets.

DESCRIPTION: We began using the Learning Center approach this year in an attempt to better facilitate an individualized kindergarten program. We rotate children over a two-week period through 10 centers in the room. Each center is geared to a different type of learning and the materials at each center range from easy to hard. At the end of each two-week period, we re-group children and provide new materials at each center. This approach has been a good organizational technique for teachers; but more important, it has enabled children to experience a greater variety of materials and playmates. While the children are at the ten centers, the teachers draw from any of the centers for individual work in perceptual development, reading, and other skills. We have found children to have developed a great deal of independence in dealing with the various materials, audio-visual aids, and in running their own "snack routine". (This eliminates a wasted 20-minutes while everyone snacks together.) We also provide times for large group instruction and small group instruction.

This has been an effective approach in our situation. We feel the enthusiasm of the children and the growth we have seen have made it a practice we will continue and would like to share with others.

PLACE: Farmington Public Schools

TITLE: The Bucket Brigade Tutorial Program

CONTACT: Florence Sharp
Farmington Public Schools
3300 Fredom Road
Farmington, Michigan 48024
(313) 477-1300 (ext. 19)

DATA: All first and second grades eligible for tutoring. Length of operation one year.

DESCRIPTION: The Bucket Brigade volunteer program is designed to help elementary school children who are identified by their classroom teacher as having problems which interfere with their academic progress. Immediate aid is given to children before they begin to fall academically behind their peers. It uses well prepared and well supported volunteers as the key to implementation. Academic manipulative devices are carried in buckets to corners of the school where one-to-one tutoring for one-half hour periods of time can be accomplished. The materials are made by the volunteers under the guidance of a specific coordinator.

PLACE: Fitzgerald Public Schools

TITLE: Drug Education — Grades 4-6

CONTACT: Mr. Gary M. Benson
23200 Ryan Road
Warren, Michigan 48091
(313) 757-7070

DATA: Students in grades 4-6 in four buildings. Length of operation 3 years.

DESCRIPTION: The Elementary Drug Education Program was developed by a team of teachers, counselors and administrators for grades 4, 5 and 6. The fifth and sixth grade units have been organized into three main parts: drugs, alcohol, and tobacco. The fourth grade unit has been organized into two main parts: drugs and poisons. All units are set up with specific objectives established for each unit followed by some suggested activities. Also included for each teacher is a resource list of materials considered to be appropriate for use with the grade level.

In addition to establishing the program, the committee has developed evaluation instruments for each grade level. For the sixth grade level a student attitudinal questionnaire consisting of 48 questions has been developed and administered once. The base line data suggest that the instructional program has been successful in promoting positive attitudes toward the use of these subnstances.

PLACE: Fitzgerald Public School District

TITLE: Primary Learning Center

CONTACT: Marvin P. Fischer, Director of Curriculum Imp.
23200 Ryan Road
Warren, Michigan 48091
(313) 757-7070

DATA: First and second grade students. Length of operation 3 years. Trained paid aide. Audio-Visual, Gross Motor, Language Kits, Math Equipment and Science.

DESCRIPTION: The Primary Learning Center is designed to provide daily instruction in basic skill development for selected children with identified needs. The basic skills included are: gross motor, fine motor vision, auditory, language development and math. Periods of instruction are scheduled for approximately 40 minutes per day and the child attends one or more classes in the area of his identified need. The Learning Center Checklist of Performance Objectives is used as a pre and post measure of achievement. Other diagnostic tests are used to identify deficiences in one or more of the skill areas. The major part of the program is devoted to dependent sequential activities that start out with simple tasks and are designed to end with more complex performance tasks for a specific skill area.

PLACE: Flushing Community Schools

TITLE: Continuous Progress Concept (IGE)

CONTACT: Paul A. Dressel
6125 N. Elms Road
Flushing, Michigan 48433
(313) 659-3181 (ext. 45)

DATA: 650 students in Elms School, Kindergarten through sixth. Length of operation one school year. Wisconsin Design materials in study skills and word attack skills.

DESCRIPTION: Elms School is a multi-unit school using the I.G.E. (Individually Guided Education) pattern of organization. The building contains approximately 650 students and has both open space and self-contained classrooms. The units are multi-aged and have a team of teachers, paraprofessionals, college students and volunteers working with the students. This differentiated staffing with the team approach and the continuous progress concept has given us the tools to prescribe programs for individual students, and test to see that they have obtained the skills. Ours is a skill approach with pre-test, post tests and a record-keeping system that lets the teacher know just where the student is.

The above program will be combined with a computer assisted card using descriptive statements, and the dropping of letter grades for next year. This will further our continuous progress concept by placing the emphasis on skills instead of letter grades.

PLACE: Fremont Public Schools

TITLE: Learning Disability plus (student aides to teachers) Pupils

CONTACT: A. H. Foster
502 N. Division Avenue
Fremont, Michigan 49412
(616) 924-4380

DATA: Children with learning disabilities. Concentration on lower elementary and some referrals from lower elementary. Length of operation is the school year. Learning disability teachers. Materials for the Learning Disabled.

DESCRIPTION: Area of learning disability is identified. Teacher devises program for each student. Program is carried out by high school volunteer aides under supervision of teacher for the learning disabled.

Two adult teacher aides are employed.

PLACE: Fremont Public Schools

TITLE: Transitional First Grade

CONTACT: A. H. Foster
502 N. Division Avenue
Fremont, Michigan 49412
(616) 924-4380

DATA: Children of regular first grade found struggling in first grade and students referred by Kindergarten personnel who feel these particular students need more readiness for first grade. Length of operation school year. Regular lower Elementary teacher with some knowledge of pre-school and learning disabled children. Materials for gross motor, fine motor, readiness in math and reading.

DESCRIPTION: Individual program of readiness for each pupil to enable him to be more successful in school.

Achievement and inventory testing along with teacher's log.

PLACE: Fremont Public Schools

TITLE: Presonalized Kindergarten

CONTACT: A. H. Foster
502 N. Division Avenue
Fremont, Michigan 49412
(616) 924-4380

DATA: Kindergarten age children with problems that hinder their progress in regular Kindergarten. Length of operation is school year. Certified elementary teacher with Kindergarten or pre-school emphasis. Kindergarten or pre-school educational materials and equipment. Lunch for nutritional value and learning to socialize.

DESCRIPTION: Students are chosen from Kindergarten class or referred from pre-school people. Pupils are chosen who need more of a readiness program before they are able to adjust to more formal Kindergarten work.

Students are evaluated by psychological testing and teacher log.

PLACE: Gaylord Community Schools

TITLE: Individualized Instruction

CONTACT: Dan Kelley or Bob Scheerhorn
310 East Fourth Street
Gaylord, Michigan 49735

DATA: Public Elementary Schools (K-4) 2 open school buildings & one conventional enrollment 923 — Staff 31 elementary education teachers. Length of operation three years. Two special education - resource teachers, art, P.E., music, Title I teacher and aides. Dittos - paper - media, key sort - cards - self made teachers guide book containing state objectives and self made objectives.

DESCRIPTION: Written performance objectives are written and locally normed. Teachers are assigned objectives to be taught to various grade levels based upon age. Children are allowed five years to complete as many of the K-6 objectives as possible at their own pace. Enrichment is provided above grade level. Below grade level students are diagnosed by the school psychologist and prescriptions are written, then remediation in the resource room, regular room or Title I room occurs. Records are kept on key sort cards which facilitate sorting individual differences in classroom management. Class rooms are set up by clusters — kindergarten in one area, 1-2 in another, 2-3 in another, and 3-4 are in another.

PLACE: Gibraltar School District

TITLE: D'Nealian Manuscript for Handwriting

CONTACT: Donald N. Thurber
31764 Harding Street
Rockwood, Michigan 48173
(313) 379-9610

DATA: Grade one and two. Length of operation two years. Regular classroom teachers.

DESCRIPTION: D'Nealian Manuscript is an individualistic method of teaching beginning penmanship. The style of letter formation somewhat resembles an italic script. All letters are made with a continuous stroke.

This handwriting program is a departure from the traditionally used circle and stick manuscript form of print. When D'Nealian Manuscript is learned the learner has at his command the basics needed to write cursively when he is ready. It truly offers a *learning skill* that develops progressively from one learned part to another.

This program has been operative for two years in the Barrow, South Road and Rockwood Schools in the Gibraltar System. Bedford Schools, Temperance, Michigan also has been using it for the past year.

Visual evaluation of the program during this time as to its superority is evident when work done by first graders is compared to simular work done by children using "circles & sticks."

Children write quicker using D'Nealian thus can early tie the writing skill to beginning reading. In this manner, the child has two skills working together rather than learning each as unrelated subject matter.

Two key points in using D'Nealian are getting children to write with a continuous stroke rather than component parts and in treating penmanship as a progressively developed individualized skill from manuscript to cursive.

There is no *base* line data to the cost of the program, however, all estimations by people using it is that it will be considerably lower than *any* existing commercial program.

PLACE: Gobles Public Schools

TITLE: "Student Individualized Mathematics Accountability Curriculum"

CONTACT: Randall D. Bos
North State Street
Gobles, Michigan 49055
(616) 628-2111

DATA: Grades two through sixth. Length of operation one year. Supplementary math materials in general.

DESCRIPTION: Grades two through six have devised a math continuum and listed each new concept taught. Individualized packets have been created for each of the concepts listed. Children are working on their own and go from packet to packet at their own speed.

At the end of the first year there was a mean gain of 1.4 years in concepts, and 1.1 years in computation skills.

The total program can be implemented for about $5,000.

PLACE: Grand Ledge Schools

TITLE: Focus: A Primary Prevention Program

CONTACT: James Dulworth, Director of Curriculum
950 Jenne Street
Grand Ledge, Michigan 48837
(517) 627-5787

DATA: Parents, teachers and children of Holbrook and Delta Center Elementary Schools. Length of operation 2 years. One consultant from Community Mental Health. Materials for each classroom as described below.

DESCRIPTION: The "Focus" Primary Prevention Project is a joint program between Community Mental Health and the local school system. Its aim is to foster mental health in the school and community through parent groups, teacher education and the introduction of affective and problem-solving curriculum in the classroom. A full-time consultant from Community Mental Health works in the school training teachers in child development, communications skills, empathy skills, and various workshops focusing on skills necessary to carry out the program. In the classroom the teacher, not the consultant, implements the program for children by using materials selected by the teachers in conjunction with the consultant.

The focus of the program is on self-concept building and the development of problem-solving skills. The materials vary from K-5 in concert with the development abilities and tasks of the correspondent age levels. The program is a curriculum addition and can be handled either as a separate activity or integrated into an existing activity (social studies, English, etc.). The Program is completely voluntary in that only those teachers who wish to participate do so, but we have had 100% participation in the two participating schools.

The Consultant, in addition to training teachers and meeting with each teacher every week, conducts parent groups dealing with both the techniques and topic areas of the program. The primary difference in this program is that it deals with the *entire* population rather than with those individuals who have already experienced a problem.

In the two years the program has existed we have experienced the following results: Principals in both schools have reported a drop in referral rates — one reports a drop of 50%. The school psychologist has received no referrals from either of the schools involved, and the social worker reports a difference in the referrals received from these two schools in the direction of greater appropriateness and understanding from the teachers. We have also received numerous anecdotal reports from parents and teachers pointing to the success of the program. The consultant is currently involved in designing an evaluation technique in conjunction with two educational researchers from Michigan State University.

The cost of the program is shared between Community Mental Health and the local school system on a 3:1 ratio. The materials used to implement the program belong to the school district and remain with each participating school. The project is scheduled to expand to every school in the system and by the time it does, the Community Mental Health Consultant will leave and the program will be self-directing.

PLACE: Grand Rapids Public Schools

TITLE: All-Day Kindergarten Program

CONTACT: Dr. Raymond Boozer
Elementary Office, Station No. 4
143 Bostwick, N.E.
Grand Rapids, Michigan 49502
(616) 456-4786

DATA: Nine kindergarten classes. Length of operation 1973-74 school year.

DESCRIPTION: The Elementary Office has been requested to submit an educational plan recommending several pilot full day kindergarten programs for the school year 1973-74. This plan is formulated and submitted to you as a result of a study made during this past year by our Kindergarten Committee and because of the interest and endorsement expressed by parents following pilot programs at Madison Park, Shawnee Park and Sherwood Park Schools. Recommendations for full day kindergarten for 1973-74 are the following:

1. That at least one full day kindergarten be established in each definable geographical attendance area of the city, i.e., Northeast, Southeast, Southwest, Northwest, Inner City.

2. That parents who reside within a school attendance area selected for full day kindergarten be given the option of having their child attend the full day session or be transported to the nearest school having a half day kindergarten program.

3. That all eligible kindergarten children begin the school year on a regular one half time basis and that selection of children for the full day session be made and the programs become operative for all participants prior to October 15, 1973. The kindergarten teacher, building principal and Project Intercept personnel would assume responsibility for identification and selection of eligible boys and girls.

4. That the following criterion were used in the selection of the sites recommended below: a. Availability of personnel and space. b. Request for full day kindergarten program by the building staff (kindergarten teacher and building principal). c. Children's needs within the community and assessment of these needs by building personnel.

5. That an evaluative process be established at the outset of the program involving parents, school personnel, and outside evaluators to determine the value of the program and to make recommendations as to its continuation beyond the school year 1973-74.

6. That each full day kindergarten house a minimum of 25-30 children.

We foresee and recommend several different formats of full day kindergartens in the pilot programs to meet the needs of boys and girls in our elementary communities. Following are our site recommendations for full day kindergartens for the school year 1973-74.

PLACE: Grand Rapids Public Schools

TITLE: Performing Arts Program

CONTACT: Dr. Raymond Boozer
Elementary Office, Station No. 4
143 Bostwick, N.E.
Grand Rapids, Michigan 49502
(616) 456-4786

DATA: Sixty 5th and 6th level students. Length of operation 1973-74 school year. The program will be directed by Robert Moyer of Grand Valley State College and James Avidon of the Civic Theatre, both of whom have conducted theatrical programs in the Grand Rapids Public Schools this past year with enthusiastic response from teachers and students.

DESCRIPTION: To provide selected fifth and sixth year students in an educational experience in the theatrical arts for one-half school day per week for at least one semester.

The Theatre Arts for the Gifted Child Program was conceived as the pilot program of a series of alternative educational experiences for elementary school children in the Grand Rapids Public Schools. These experiences (in this instance, theatre) are designed to provide the creative child a unique opportunity to enhance and enrich his daily classroom work.

This theatre arts program will strive to teach the student participants the following: 1. a deeper understanding of him/herself, 2. a greater knowledge of others and the capacity to communicate this knowledge; 3. the capacity to relate effectively with other persons.

This program will have the following components:

1. The student will participate for two consecutive terms (12-15 weeks each) an introductory phase conducted by Mr. Moyer, and an advanced phase conducted by Mr. Avidon. Both phases will be closely coordinated.

2. The student will travel once a week from his home or base school to the selected site for one-half day, thus serving our goal of enhancing classroom work, not disrupting it.

3. The boys and girls selected for the program will represent a cross-section of our elementary schools. The requirement will be: a. High demonstrated potential in creative expression (i.e., the affective skills); b. High interest in the proposed experience; c. At least average achievement level in the cognitive field (reading, math, science, social studies); d. Parent interest and approval.

4. A committee is working to develop this unique cooperation between the Board of Education, Civic Theatre, and Grand Valley State College to the fullest advantage for students involved.

PLACE: Grand Rapids Public Schools

TITLE: Parent Involvement Program

CONTACT: Carolyn R. Wheeler
123 Hall Street, S.E.
Grand Rapids, Michigan 49507

DATA: Children and Parents of Straight School. Length of operation first year - October 1972 — May 1973; continued and enlarged current school year, 1973-74. Name badges for participating parents, awards, picture taking equipment. Increased school social work time, a school social work aid, and a part-time adult education nutrition teacher and nurse.

DESCRIPTION: The target population was a white inner community where parents were nonsupportive of the school. Straight Elementary is a 93 year old, decrepit building, with 260 students. Parent involvement within the school setting resulted in positively influencing children's self-concept and thus, their classroom performance. It also enhanced the self-concept of the parents and increased the frequency of their participation.

The classroom teacher, principal, school social worker, and school social work aide extended parents personal invitations for classroom involvement which would be helpful to the children, and at the same time offer the parent the feeling of being useful and productive. The choice by the teacher and social worker of creative tasks for parent-pupil interaction was a key to the success of the project.

Group work was introduced for parents who were coming into the school through special interest topics, such as parent-child relationships, cooking, homemaking, craft activities, and health education. Motivation for continued involvement was increased by offering high school credit for the above activities and other essential courses.

Evidence of positive change: 1. Reinstatement of PTA, which has grown into an active, viable group. 2. In 1973-74, 42 parents were recognized for their ongoing volunteer activities. Seven women received high school diplomas. 3. Pre and post self-concept testing of parents and children indicate an improvement. Results available for 1972-73. 4. Achievement testing in the Learning Center indicated a positive correction between students' achievement and parent participation. 5. Cost data is available.

The first year's project is written up in a detailed form.

This year's results can be made available upon request.

PLACE: Holt Public Schools

TITLE: Individually Guided Program of Instruction

CONTACT: Jack E. Craig, Principal
1650 Laurelwood Drive
Holt, Michigan 48842
(517) 694-8111

DATA: K-6 pupils of Wilcox Area Elementary School (approximately 425). Length of operation 1974-75 school year. Nine or ten student-teachers plus a number of trained parent volunteers. Individualized reading materials — in our instance, the Wisconsin Design Format and the Harper-Row Management Series.

DESCRIPTION: During the 1973-74 school year, the total school staff of Wilcox Area Elementary School has been involved in an intensive study of Individually Guided Education (IGE) Programming with the following goals for the 1974-75 school year:

(1) The building will be organized as a non-graded multi-unit school with the enrollment divided into three units based upon the following age groups — primary (grades K-1-2 — ages 5-6-7), intermediate (grades 3-4 — ages 7-8-9) and upper (grades 5-6 — ages 9-10-11). The approximate number of pupils assigned to each of these units will be — primary (104 full time and 46 half-time), intermediate (132 full time) and upper (143 full time). The instructional program of each unit will be handled by a teaching team consisting of a unit coordinator, four or five professional teachers and noncertified aides such as parent volunteers and student teachers. The instructional leadership of the building will be handled by a group of people known as the Instruction Improvement Committee (IIC). Members of this committee will be the various unit coordinators, the system-wide IGE chairmen, the building student-teacher coordinator, the building reading consultant and building principal. This committee will be responsible for setting the broad educational objectives of the building, correlating the activities of the various units and overseeing the entire building operation. The estimated cost of operating this type of educational program will be no more than the cost of a traditional program.

(2) By September, 1974, one cognative phase of this instructional program will be ready for implementation — a new "Reading Design" which will be the basis of our 1974-75 Reading Program. Pupils in each unit will be preassessed to determine specific skill needs, placed in small groups to receive a definite instructional program based upon these needs, post-tested after a pre-determined instruction term (usually two weeks) and then re-grouped for further instruction based upon content mastery (80% is considered mastery). This cycle is repeated throughout the school year. Our primary unit will concentrate on word attack skills, our middle unit on word attack and study skills and our upper unit on study skills. These skill groups will meet for twenty minutes daily four days a week. In addition to this phase of the program, pupils in all units will use a basal Reading series for comprehension, self-directed Reading, interpretive Reading, creative Reading, etc. By using the team approach of differentiated staffing, we feel that we can match and utilize the various strengths of our teachers with individual needs of our pupils — in effect, prescription teaching.

(3) By the second semester of the 1974-75 school year, a second cognative phase of the instructional program will be ready for implementation — an individualized Math program at least at the primary level incorporating tyhe basic cycle used in the Reading program (pre-assessment, post-assessment, etc. correlated with state accountability objectives).

(4) Develop and maintain effective communication with all school employees, parents, the Board of Education and the community at large.

(5) Involve parents and other interested citizens in the planning and development of this organizational program by serving as members of a Parent Advisory Council.

To date, these goals, with the exception of the individualized Math program, have been achieved. In addition we plan to develop our school library into a true Instructional Materials Center, our staff work-room into an operative teacher-resource center and incorporate a number of student motivational techniques as part of our overall program — adult-child conferences to promote independent Reading, teacher-child goal setting conferences related to subject matter learning, guiding older students as tutors of younger students, small-group conferences to encourage self-directed prosocial behavior, forming groups of students with common interests, and using reading as a tool to assist students in gaining the ability to do things important to them in areas other than the regular school curriculum.

PLACE: Huron Valley Schools — Brooks Elementary

TITLE: Elementary Science

CONTACT: Mr. Dennis Wm. Clark
1000 Hill Road
Milford, Michigan 48042
(313) 887-4152

DATA: Kindergarten through third. Length of operation September through June. Science teacher. Moveable cart with science equipment.

DESCRIPTION: The science program at Brooks Elementary involves all elementary classes K-3. The elementary principal meets with each class once a week for one hour. The principal has coordinated this program with programs of classroom teachers. The program appears to be very successful in meeting objectives of broadening the children's views and allowing them to be a party to new experiences in the field of science. Considerable enthusiasm, excitement has been generated by both staff and students. A list of the science units that have been studied have been included.

Science Units: Mystery powders, Ice cubes, Tanagrams, Solor system, Human Body, Foods & nutrition, Fossils, Rocks & minerals, Electricity, Planting of trees & flowers, Animals, Symmetry, Numberlines=+-0-99, Weather, Plants & animals getting ready for winter, Volume, Magnets, Balance-Scales, Graphing, Senses, Shadows, Color & color change in plants, Angles, Time intervals, Woodland Terrariums, Sunrise-Sunset, Temperatrue, Matter, Simple Machines, Measurement, Air, Sound, Powder.

PLACE: Inkster Public Schools

TITLE: Experimental Learning Development Center

CONTACT: Jane A. Rehberg
3414 Ash
Inkster, Michigan 48141

DATA: Five and six year old behaviorally distrubed under-achievers. Length of operation one and one half years. Cameras, film, darkroom equipment.

DESCRIPTION: The purpose of this project is twofold. First, it is to provide a continuous educational experience for a select group of children who behaviorally are significantly outside the mainstream of acceptable behavior to effection adaptation and adjustment to the school environment. Secondly, the purpose of the project is to intervene in the lives of these children at an early stage of development with appropriate grouping and learning materials required to assist these children to develop those skills necessary for an effection adaptation to a regular classroom environment. In reference to the above, of the children identified as being in need of the special attention for which this project was designed over half have been or are now involved in this project. They were assigned to the learning development center where they attended school during the 72-73 school year and this year (73-74). The first group (72-73) successfully completed one year in the program and have since been integrated with regular school program at appropriate levels (1st and 2nd grade) within the system. *Data has been* and is now being collected in relation to the quality of adaptation (success or failure) for all children identified as in need of experiences provided in the project. Data is available which was collected during (72-73) which show significant results at the .01 and .05 level in several areas which were evaluated. This data was collected only on those directly involved in this project. Whether this particular introduction model with its innovation use of photography and grouping is effective or not can only be determined after additional, planned research has been completed.

It may be that the success experienced thus far is related to the success of the present staff rather than the model itself.

PLACE: Jenison Public Schools

TITLE: Continuous Progress/Individualized Team Teaching.

CONTACT: Mr. Lee Gerard, Principal
2370 Tyler Street
Jenison, Michigan 49428
(616) 457-3880

DATA: Kindergarten through sixth public elementary school — 435 students. Length of operation three years. Fourteen teachers, one reading consultant, one elementary librarian, ten paraprofessional aides. Open space, continuous progress, individualized, team-teaching school.

DESCRIPTION: Rosewood school is an open space facility. It serves as a process model for educational program/facility planning and development.

There are three teaching teams responsible for planning and implementing the educational program for their respective pods. Each team has four teachers and an instructional and a clerical aide. Students are grouped in pods within a two or three year age span.

The curriculum is based on performance objectives, implemented by a diagnostic and prescriptive approach.

The Language Arts program utilizes a multi-basal approach with a wide variety of materials available to meet the students needs. The Wisconsin Design For Reading Skill Development is a part of the Language Arts program.

The math program places children in skill groups according to needs. Students are retested and regrouped on a three week basis.

The Coordinator of the centrally located Resource Center works with team members in Science and Social Studies unit planning and coordinating all available resources. Elementary Science Study materials supplement team planned Science units.

Para-professionals function throughout the program in clerical and instructional assistant capacities.

PLACE: Lake Shore Public Schools

TITLE: Individualized Reading Program

CONTACT: Robert V. Klusman, Principal
Shore Wood Elementary School
20815 St. Gertrude Street
St. Clair Shores, Michigan 48081
(313) 772-5944

DATA: Public School, enrollment 500, grades 3-6. Length of operation 1972 to present. Parent volunteers under supervision of regular classroom teachers. Paperback trade books and other multi-media reading materials.

DESCRIPTION: This program was designed to replace the basal approach to the teaching of reading. It has produced increased student comprehension, vocabulary development, and

student interest in the subject of reading. Literature aspect of the program is based on student self selection of reading materials, individual teacher conferences, and understanding extending activities. Skills aspect based on work in reading laboratory where skill strengths/weaknesses are diagnosed and prescriptive developmental/remedial practices are employed. A great variety of multi-media materials are utilized in the laboratory with the assistance of parent volunteers.

PLACE: Lakeview Public Schools

TITLE: Individualized Programming in Kindergarten

CONTACT: Mrs. Evelyn M. Salturelli
25901 Jefferson
St. Clair Shores, Michigan 48081
(313) 771-0200

DATA: All kindergarten students evidencing needs; usually about 20% Length of operation school year.* Primary Specialist. *Gross Motor*: balance board, balls, ropes; *Fine Motor*: lacing boards, puzzles, beads; *Auditory Perception*: rhythm sticks, drums & tape recorder; *Language Development*: Peabody kit; *Visual Motor*: chalkboard, chalk & templates.

DESCRIPTION: Under the supervision of the Primary Specialist (a master teacher trained in developmental learning) an individualized program of learning problem during the spring pre-school screening and fall re-testing. The Primary Specialist implements these activities in individual or small group sessions each week. She also develops and interprets suggestions for the classroom teacher in order to facilitate a continuous daily reinforcement.

The Primary Specialist also assists the classroom teacher with parent conferences with students that are being helped.

*This practice has been in operation in the Lakeview District for four years.

PLACE: L'Anse Creuse Public Schools

TITLE: Reading Mothers

CONTACT: David Curd
38000 Reimold Road
Mount Clemens, Michigan 48043
(313) 468-0853

DATA: Remedial-Developmental students. Length of operation one year. Parents - no experience necessary. Soft wares, two informal reading tests. A room or office for Reading Mom and student to meet.

DESCRIPTION: The purpose of the Reading Mothers Program is to provide tutored sessions for one hour, one day a week for at least 35 weeks in order to instruct in the skills of reading, spelling and writing. Informal tests were given to discover weaknesses. Parents were contacted through a parent discussion group here at Central. Those parents who signed up were contacted by phone, interviewed and presented with the objectives of the program. At present there are eight parents each working with one student. They meet at the most convenient time for the Mom. Her time is donated. Re-administration of Botel and evaluation by the Mom and teachers show improvement in all but one student. Children chosen were those who showed a high degree of motivation to achieve and overcome their weaknesses. Materials used in the remedial and developmental reading classes were used.

PLACE: L'Anse Creuse Public Schools

TITLE: An Early Approach Yields Positive Results

CONTACT: Thomas Scullen
38000 Reimold Road
Mount Clemens, Michigan 48043
(313) 468-0851

DATA: Fourth graders. Length of operation four years.

DESCRIPTION: Senior High students research six basic areas of drug abuse and implement a prescriptive program for all fourth graders. Each session is designed to last twenty minutes with a major emphasis on motivational techniques.

Favorable response to a student-teacher-parent attitudinal survey is a clear indication our approach is working. The basic educational intervention has remained the same for a four year period. A marked decrease in the incidence of drug abuse has been realized in our district.

A video-tape of several sessions, plus a fifteen page (15) narrative outline is available.

PLACE: L'Anse Creuse Schools — Atwood Elementary

TITLE: Computer Assisted Instruction for Elementary Students.

CONTACT: James Hollingsworth, Principal
L'Anse Creuse Schools, Atwood Elementary
45690 North Avenue
Mount Clemens, Michigan 48043
(313) 949-4330

DATA: Elementary Students. Length of operation one year. Computer terminals needed. Source of Hewlett Packard Math Program.

DESCRIPTION: L'Anse Creuse Schools are among the first in Macomb County to employ a computer for learning. Last year Atwood School pioneered a learning program on the elementary level. The program began on a limited basis but has been expanded at Atwood School and has also been initiated at the Neil E. Reid Elementary School.

At Atwood sixty-five children, on all ability levels, are learning arithmetic and spelling with the assistance of the computer.

Two typewriter terminals have been installed in the school, which enable two students to learn independently and simultaneously.

The Hewlett Packard 2000-C computer, located at the Macomb County Intermediate School District can correspond with 32 students throughout the county at the same time, but in such a way that each student thinks the computer is dedicated solely to him.

The computer program provides each student with an opportunity to compete with himself at his own work level. Students have been on the computer an average of ten minutes daily. The computer tries to stay at the student's ability level while gradually introducing new material. Any student who works with the computer can achieve success while he learns. The students have found the computer learning an exciting and rewarding experience. The Iowa Test of Basic Skills has been used as a pre- and post test. Students and parent evaluations have been conducted. The program will expand with the addition of a third terminal primarily for the use of language and spelling.

PLACE: L'Anse Creuse Schools — Atwood Elementary

TITLE: Extend Readiness Following Kindergarten

CONTACT: James Hollingsworth, Principal
L'Anse Creuse Schools, Attwood Elementary
45690 North Avenue
Mount Clemens, Michigan 48043
(313) 949-4330

DATA: First graders. Length of operation two years — ½ day extended readiness a.m.; ½ day extended primary placement p.m. Usual materials for extended readiness.

DESCRIPTION: Prior to 1972 children needing extended readiness were grouped together in our primary program all day. The staff and principal felt a need for the student models in language and other related subjects areas. This model could be found with their peers, by having the readiness student spend time ½ day in a small group in the morning, but be with his peers in the afternoon for non-reading large group activities. Data has been kept on student, parent, and teacher reaction.

It has been found that the afternoon peer relationship has strengthened the progress in readiness activities in the small group occuring in the morning.

PLACE: L'Anse Creuse Public Schools

TITLE: Readiness

CONTACT: Rosalie Jordan
L'Anse Creuse Public Schools Reading Center
25555 Crocker Blvd.
Mt. Clemens, Michigan 48043
(313) 468-3131

DATA: Children identified at the end of the kindergarten year whose skills related to academic achievement are not sufficiently developed and whose prognosis for success in first grade is therefore minimal. Length of operation five years. A master first grade teacher. The 143 page Junior Primary Curriculum Guide and specifically designated instructional materials, not used in either the kindergarten or the first grade, as outlined at the end of each unit in the Junior Primary Curriculum Guide. Specific techniques and a variety of activities and teaching strategies as outlined in each unit and unit supplement of the Junior Primary Curriculum Guide.

DESCRIPTION: The Junior Primary Room concept developed out of the necessity for meeting the educational needs of all children and as a part of our emphasis upon early identification and remediation of potential learning problems.

Candidates for the Junior Primary Room are identified in the spring of the year. The parents of these children are conferred with individually and then invited to a group meeting where the concept is further explained and where they have an opportunity to see the room, some of the materials and meet with parents whose children have been in the program. One of the prime factors in helping a child progress steadily and in supplementing the classroom teaching is parental understanding and support. Those children whose parents object in any way are no longer considered for placement.

The Junior Primary room is of a flexible nature, allowing for children to be moved in or out at any time from September through November. The pupil-teacher ratio is maintained at or below sixteen to allow for an individualized curriculum. The children attend a full day program. At the completion of the Junior Primary year these children become first graders.

The Junior Primary is a program of basic skill development. It is the purpose of this room to intervene with these children at a most critical time in their young lives. It provides the child an opportunity to grow and mature beyond kindergarten — a time and place to develop those skills which at this point in his life have not matured to the point of "making it" in the mainstream of first grade. It eliminates the stigma of failure.

It is not a watered down first grade curriculum. It is not just going slower with more repetitions. It is not a slow learner class. It is a program designed to accommodate the individual stages of development of each child and to provide maximal opportunity for each child to develop his abilities. The basis of the curriculum is a well planned sequence of activities based on a knowledge of the stages of developmental learning. The Junior Primary Teachers received extensive inservice in this concept and the curriculum.

The instructional program is designed to develop skill in six major skill areas. The areas are: Gross Motor Development, Fine Motor Development, Visual Skill Development, Auditory Skill Development, Language Development and, Cognitive Development.

Within each skill area there is a definite sequence of development. It is the concept of the Junior Primary room to "plug" each child into each area at his level of development, progressing and mastering each successive level. The six skill areas are worked on simultaneously and daily.

The environment allows for self-selection within a structured choice of learning experiences. It provides an opportunity for self-knowledge through self-expression rather than rote learning. It utilizes and capitalizes on intrinsic motivation.

The Junior Primary Concept has proven itself. When children are properly identified, parents informed and acceptive, teacher's inserviced in the concept and curriculum it has been instrumental in eliminating failure and in producing happy, successful learners.

PLACE: Lawrence Public Schools

TITLE: Student tutoring: One to One

CONTACT: Mr. David Pries
Lawrence, Michigan 49064
(616) 674-8231

DATA: Fifth, sixth, and first grade. Length of operation first year. Reading teacher - consultant.

DESCRIPTION: Selected 1st graders are tutored by 5th and 6th graders who construct reading performance objectives under the guidance of the teachers involved. Several times a week for 45 min. periods, students work together in the classroom on a one to one basis with commercial, teacher-made, and student-made remedial materials. The older students received special instruction in behavior modification, test construction, human growth and development, and teaching techniques.

Before the two student groups worked together, reading difficulties were analyzed and explained and tutors received special instruction. Initial meetings of the students took place in a party setting. Subsequently minor rearrangements were made to accomadate personality differences. During the individualized instruction, pre and posting is used for each reading skill module.

It has been determined that this tutoring program is successfully remediating 1st grade reading problems.

PLACE: Marquette Public Schools — Parkview School

TITLE: Family Life Pilot Program - 3rd grade

CONTACT: Paul Kotila
Family Life Education Advisory & Planning Committee
Marquette, Michigan 49855
(906) 228-8800

DATA: November 1973 — May 1974. Three third grade classroom teachers; one librarian, two volunteers. TV program "Inside Out", games, SRA kit; "Stage two — responding —

focus on self-development. $190.00 spent on SRA kit, games and study materials.

DESCRIPTION: This program was implemented through the use of "rap" sessions and game periods along with the weekly viewing of the 15 minute educational television program *Inside Out*. The rap sessions and game periods were labeled *People Project*. Game sessions focused on playing games with a new friend. Positive value was seen in practicing social skills in free play in small groups of 10 or 11 children. Rap sessions focused on including the small groups of children in meaningful discussions on the areas of self-understanding, understanding the relationship of self to the environment, and understanding the relationship of self to others. Purpose of this project was initiation of family life education into the K-12 curriculum of our public schools. ("Family Life" not referring to simply "sex education" but to teaching children about life, themselves, love, families, communities, responsibility, respect, sharing, etc.) so they may become members of successful families, communities and society.

PLACE: Marquette — Parkview School

TITLE: NMU Student Tutors

CONTACT: Gordon Peterson - NMU
Marquette, Michigan 49855

DATA: Length of operation length of school year.

DESCRIPTION: Purpose of the student tutor program was to give NMU elementary education students a chance to work with children and view the school situation firsthand, and at the same time give the Parkview teachers the extra hand of an aid for 1-2 hours a week. Each teacher had from 2-5 or 6 aids working each week for the length of the college semester. NMU tutors observed classroom procedure and then were asked to prepare special projects or assignments and to work with individual students or small groups.

Evaluative data can probably be secured from Dr. Gordon Perterson, Ed. Dept., Northern Michigan University, Marquette, Michigan.

PLACE: Marquette — Parkview School

TITLE: Prescriptive Reading Inventory — 4th grade

CONTACT: Gordon Peterson — Education Department, NMU
Marilyn Peterson — Parkview School
Marquette, Michigan 49855

DATA: 1973-74 school year. Criterion referenced PRI diagnostic test.

DESCRIPTION: The purpose of this study was to implement and evaluate the use of an individual diagnostic reading program in one 4th grade classroom. The PRI program outlines reading objectives for the grade level and then uses diagnostic testing to determine individual and group reading problems within the framework of these objectives. The tests are fed into a computer which diagnoses specific reading problems and prescribes corrective reading exercises for the students. The Prescriptive Reading Inventory Program was designed by McGraw Hill Publishing Co. which furnishes the diagnostic tests and computerizes the prescriptive analyses. Evaluative data, including pre-and post test results, is available from Dr. Gordon Peterson, Northern Michigan University, Marquette, Michigan.

PLACE: Mason Consolidated School District

TITLE: School Relates Economy

CONTACT: Jack Moffett, School Social Worker
Monroe County Intermediate School District
1101 S. Raisinville Road
Monroe, Michigan 48161
(313) 242-5454

DATA: North Mason School, five class rooms K-4. Length of operation Sept 1973 -- June 1974. Record players, tape players, games, movies, field trips, candy, gum, math kits, art materials.

DESCRIPTION: The purpose was to provide the students with extra motivation for appropriate classroom behavior and completion of academic work. Each class was divided into five or six groups of students which could earn points for appropriate behavior and completion of academic work as a group. The groups could then use their points to "buy" extra privileges and rewards.

PLACE: Mason Consolidated Schools

TITLE: Traveling Tutors

CONTACT: Howard Irwin/Clara Matley
2400 County Road 151
Erie, Michigan 48133
(313) 848-5595

DATA: Two first and one sixth grade classroom. Length of operation 1973-74 school year.

DESCRIPTION: *Goal Statement*: The goal of this project is to implement a cross-age tutoring program involving approximately thirty sixth grade students and up to sixty first grade pupils. This activity will provide a learning experience for both the first and sixth grade students.

Performance Objective: First grade students will demonstrate their vocabulary skills on a word recognition test administered during May, 1974. Ninety percent of the 60 students will correctly identify orally, ninety percent or better of the 500 selected vocabulary words.

Result: With the exception of two from Mrs. Szychowski's room and four from Mrs. Matley's room who attend reading classes in the resource room, 90% of the remaining students correctly identified orally, 90% or better of the 500 selected vocabulary words from their individual reading level. This list included "sight words", and all basal and non-basal words selected from the Houghton-Mifflin reading series.

Performance Objective: The SRA Phonics Test will be administered in May, 1974. Seventy-five percent of the students will demonstrate their phonics skills by achieving a score of 90% or better on the test.

Result: The SRA Mental Abilities test was administered in May 1974 and out of a total of 41 students, *over* 90% of the students' mental age was *above* their chronological age. The test covered areas such as: Verbal meaning, Perceptual Speed, Number facility and Spatial relations.

Performance Objective: The 6th grade students will be asked to evaluate this project, specifically concerning their involvement. If 90% of the responses to a teacher constructed questionnaire are positive, this data will be considered indicative of the success of the project.

Result: The Sixth graders were asked to evaluate the project by answering the following five questions: 1. Have you enjoyed being in the merit project this year? 2. Do you believe you were able to help the first graders? 3. Would you like to be involved in a similar merit project next year? 4. Do You feel the first graders enjoyed working with you? 5. Do you like this type of responsibility? Ninty-four percent of the children answered yes to the five questions. Each question was answered as follows: 1. 33 yes, 1 no; 2. 33 yes, 1 no, 3. 28 yes, 6 no; 4. 33 yes, 1 no; 5. 32 yes, 2 no.

Performance Objective: The SCAMIN self-concept test will be administered to the first and sixth grade students in September 1973 and May, 1974. If an improvement in the scores of the total group occurs, this data will be considered to reflect, in part, the success of the project.

Result: Out of the 40 students who took the SCAMIN tests both in September of 1973 and May, 1974, this was the result after comparing the second test to the first. Thirty-three children went *up* in the area of Motivation and only seven went down. Thirty one children went *up* in the Self-Concept area and only nine went down. The Sixth grade tutors' result were as follows: Self concept: 31 up, 3 down; Motivation: 31 up, 3 down.

Performance Objective: We feel very strongly that the objective was achieved and was not unrealistic. However, we feel that the students who did rate lower in self-concept or motivation, did so because of personal conflict involving student to student or student-teacher relationships. One minor incident may have curbed their enthusiasm especially if it happened just prior to testing. This is based on personal knowledge of the student's behavior.

Delivery System: Four days out of the week the traveling tutors will come to the first grade rooms with their "Treasure chest" of learning surprises. Children who have completed their assigned work may choose an activity corner in which they will work individually with a traveling tutor. The tutors will know in advance which groups they will work with and will use the appropriate material (aids) to reinforce learning. They will be reinforcing such skills as: Efficiency in addition and subtraction facts, Money value, Time, ITA sounds and phonetic background, Vocabulary words (mastery of), Sentence Structure, Printing (eye-hand coordination), Story sequence, Story Telling, Arts and crafts, Science and social studies concepts.

After a half hour, they pack their treasure chests and return to their classrooms to prepare for the following day. Materials and supplies requested are necessary for the above activities and will be used in the first grade classrooms.

We feel that the success of the project was particularly due to cross-level student and teacher enthusiasm and the organization of the program and students' tasks. The equipment granted by MERIT made it possible for the classroom to be reorganized into tutor-controlled working stations evolving around the skills we wished to reinforce.

The facet of the project that proved to be most significant in our opinion, in achieving project goals and objectives was the student to student identity relationships.

PLACE: Mason County Intermediate School District

TITLE: Tutorial Program for Hearing Impaired Students

CONTACT: Mertice Radtke (Auditory Reception)
308 E. Loomis Street
Ludington, Michigan 49431

DATA: Students. One para-professional. Help for students.

DESCRIPTION: The purpose of the program is to give the student a "hand up" when and where he needs it either an interpreter of directions, a remedial teacher or a changer of schedules. Naturally a prominent role of the tutor is that of a helper in the school. A prime requisite of this person is ability to relate to/and work with teachers, principals, and parents. Worker is supervised by a professional and a co-ordinating meeting must be held weekly.

This program has been in operation for three years. Data has been collected. Detailed reports are done annually.

PLACE: Mount Clemens Community Schools

TITLE: Swimming Programs for L.D. and Physically Handicapped Students

CONTACT: Robert Wilson, Director of Special Education
167 Cass Avenue
Mount Clemens, Michigan 48043
(313) 468-7202

DATA: Students in Orthopedic Classrooms or Learning Disability Classrooms. Length of operation two years. Physical therapist and swimming instructor. Special equipment — pool.

DESCRIPTION: Students in the served area are taught body awareness in this media other than classroom environment. A greater variety of physical exercises are possible in the water, and laterality awareness becomes more prominent.

PLACE: Munising Public Schools

TITLE: Learning Centers

CONTACT: Elizabeth Norlin
Central School
Corner Chocolay and Maple Streets
Munising, Michigan 49862
(906) 387-2102

DATA: Third grade self-contained classroom. Length of operation one year. Materials — Tables, cassettes, headphones, study carrels, filmstrips, slides, records, folders for each child, containers for folders. Microscope, Science kit, teacher-made materials.

DESCRIPTION: The purpose of the Learning Centers was to individualize instruction to meet the needs of each student. The lessons were set up on cards by the classroom teacher. Students were given specific assignments for the day. Those students finishing their assigned work had extra activities for reinforcement. The Center Leader read the lesson to the other students in the group. Center Leaders were changes once a week. After assignments were completed, students were required to check them, mark on the class record sheet that they had completed the assignment, then place the lesson in their folder.

A poll of the students was taken at the end of the year on their thoughts concerning having Learning Centers. The results indicated the students liked working in small groups, helping one another, being able to ask questions among themselves, being at tables and able to move around the room, the extra activities, and using audio-visual equipment. A few students indicated the noise level of the room was too high.

Otis Quick-Scoring Mental Ability Tests were given to this classroom in October of 1973. The same test was administered in June of 1974. The average classroom increase in I.Q. scores was seven. One student's I.Q. increased by 35 points, one increased 24 points, one 23 points, and another 21 points. There were numerous increases of I.Q. in the range between 10 and 15 points.

PLACE: Napoleon School District

TITLE: Increasing Student Performance in Reading

CONTACT: Dr. Robert J. Piwko
Napoleon School District
West Avenue
Napoleon, Michigan 49261
(517) 536-8667

DATA: Kindergarten through 6th students and teachers. Length of operation one year.

DESCRIPTION: The purpose of the project was to train teachers in the specific techniques of teaching reading. This included word recognition, skills, and comprehension. The technique is based upon the following four criteria: 1. Amount of time in direct student instruction, 2. Keeping students on task, 3. Verbal interaction, 4. Positive reinforcement.

Pre and post testing of all students using the Gates Reading Test was employed. Results show significant gains in reading vocabulary and comprehension as well as speed and accuracy.

PLACE: New Buffalo Area Schools

TITLE: A Multi-Sensory Approach to Learning Disabilities

CONTACT: Shirley White
Central Elementary School
222 S. Whittaker Street
New Buffalo, Michigan 49117
(616) 469-2424

DATA: Twenty eight third grade students. Length of operation one year.

DESCRIPTION: "Children cannot suddenly be turned loose to direct their own schooling." With this concept in mind, plus the fact that I am working strickly with learning disabilities, I have endeavored to establish an individualized learning program that would be worthwhile and effective in overcoming each childs personal deficiencies. As a teacher, I endeavor to improve each child's self-concept, while making learning an exciting and meaningful personal experience.

To accomplish this individualized approach, seven learning centers were established. For these areas to be successful they must fulfill the following objectives: (1) they should be highly motivating, (2) each center should be self-instructional, which eases the problem of classroom management, (3) each area should be able to accommodate a wide range of individual differences, and (4) each section should encourage the accomplishment of worthwhile objectives, (5) each station should have a director (student aid/para-professional or classroom pupil).

Individualized instruction, when it is serious and not merely sincere, can help students move toward the ideal of self-directed learning. But this requires practice, learning by doing, which means proceeding in stages, moving gradually from teacher directed to self-directed activities. It is hard for students to acquire the habits of independent study. Unfortunately, schools have not been organized to encourage students to function independently.

Thus the teacher becomes a conductor or a supervisor, rather than an educational broadcaster. This type of teaching is perhaps more demanding physically and mentally, but the gains and successes far out-weigh the demands.

The students enjoy the freedom of movement about the classroom, the use of various materials and equipment and the opportunity of working with the various teacher-aides.

Recognizing the different cognative styles of the students, we do not seek the best reading program, but wish to expose the child to the best programs that make use of phonics, phono-visual programmed instruction, self-learning teaching machines, teacher aides, student aides, etc. We call this program the Multi-Sensory approach with teacher aides. Our experience has been that several teenage student assistants are of great value in teaching and helping children in the lower elementary grades. At grade four, our strategy will be somewhat modified from the deliberate single continuous progress program to a dual effort to teaching children in a continuous progress program and grade level material during the same day. At this grade level, we will try to make the student aware of the gap between where society expects him to be and where he is. Our purpose here is to give the child the ability to operate with proper grade level material without saying he must be at that achievement level.

As a culmination to this years multi-sensory approach to learning, we have scheduled a "total involvement" experience in education. This delightful, as well as benefical, enrichment experience will be a trip to Florida via Amtrak.

A schedule of events includes: a visit to Sea World, a tour of Cape Kennedy and a three day stay at Disney World.

The entire cost for this trip was earned through various class projects throughout the school year. As a result of these many and varied fund raising activities, several aspects of educational value were developed, both in the affective and cognitive domain.

With the completion of this trip it is hoped that these youngsters will have achieved a greater awareness of the world in which they live and develope more self worth, thus becoming more of a contributing member in their society. In addition to these factors, is the increase in intelligence that would fill many volumes. This will be a lasting and meaningful accumulation of valueable knowledge that they can draw upon for the rest of their lives.

Education which incorporates the entire individual is the most rewarding and significant experience a student can enjoy.

PLACE: Petoskey Middle School

TITLE: Student Interest Activity Program

CONTACT: John R. Scott
Petoskey Middle School
Petoskey, Michigan 49770
(616) 347-6023, (ext. 60)

DATA: All sixth graders.

DESCRIPTION: Students are involved in the selection of "flex" classes that meet twice weekly on a ten week basis. These are activity oriented classes involving such things as: Pet Selection and Animal Care, Photography, Dramatics, Model Construction, Macame', Pottery & Copper Enameling, Cooking, Radio Broadcasting, Horsemanship, and Boating Safety. Teachers pick interest areas and utilize community resource people. This program has been conducted at no additional cost to school district except for an occasional field trip.

One of the main purposes of an effective Middle School program is to have an activity oriented program with choices and exposure to many hands on activities. This program approach has helped to provide these experiences and has stimulated and excited children into many areas of leisure time activities or career opportunities. The enthusiasm generated by this program helps to maintain interest in school for some children that otherwise will loose interest. The children become exposed to a large number of community resource people and develop a greater appreciation for many types of activities.

PLACE: Petoskey Public Schools

TITLE: Noon Hour Variety

CONTACT: J. T. O'Neil
Lincoln Elementary School
Connable & Jackson Streets
Petoskey, Michigan 49770
(616) 347-6023 (School)
(616) 347-3278 (Home)

DATA: Third, fourth and fifth grade pupils. Two days per week during the severe winter period. Volunteer golden ager, Mrs. Roscoe Williams. Knitting needles, yarn, crochet equipment, box games. Volunteer senior citizen must like children and have patience and knowledge of needlecraft skills.

DESCRIPTION: The purpose was to offer an alternative for children desiring *not* to go outdoors to play during noon hour. Attendance was strictly voluntary and varied from fifteen to fourty. Many varied activities were carried on during the noon hour period. The program started as needle craft for older girls but quickly evolved to mixed groups involved in knitting, crochetting, quilt blocks, games and sometimes just poetry or conversation.

PLACE: Plymouth Community School District

TITLE: Community Outdoor Laboratory

CONTACT: George Dodson, Principal
James J. Gallimore School
8375 Sheldon Road
Plymouth, Michigan 48170
(313) 453-7350

DATA: Kindergarten through fifth (500 students). Length of operation five years. Classroom teachers with science background helpful, resource people from community utilized.

DESCRIPTION: The program was designed to make use of a 10 acre woods located on the school site. To utilize the woods to the greatest potential, the total school staff and community had to be involved. The woods has now been developed into a ten acre Community Outdoor Laboratory. At the entrance to the

woods there is a picnic area, well, greenhouse, grills, and display case. Inside the woods are paths that lead to various points of interest.

The picnic benches, well cover, display cases, various signs, fences, and grills were all made entirely by fifth graders. The trails were planned by a naturalist so they would cover as many points of interest as possible. The clearing of the trails was done by the entire school and various members of the community. Projects from the woods were: grape jelly, tap Maple trees for Maple Syrup, walnuts. Not only do students and parents of the school utilize the woods, but also people from other schools and communities.

The Outdoor Laboratory is by no means complete! Through help of an innovative staff and supportive administration this program continues to be an on-going project that coincides with the curriculum in innumerable ways.

PLACE: Plymouth Community School District

TITLE: Vocational Education in the Elementary School

CONTACT: Peter M. Wharton (Fifth Grade Teacher)
James J. Gallimore School
8375 Sheldon Road
Plymouth, Michigan 48170
(313) 453-7350

DATA: Fifty - Sixty fifth Grade Students. Length of operation One year. One teacher with background in Industrial Arts, classroom teachers, resource people from the community utilized. *Equipment needed*: jig saws, screwdrivers, hammers, hand and electric drills, rip and cross cut saws, wood chisels, planes, wrenches, pliers, etc. Most books on handicrafts, shops, — Industrial Arts etc. will have lists of necessary tools. It is recommended to utilize a book list to insure you have most essential tools. The previous mentioned tools, equipment and materials were purchased by Fifth Grade Students. They earned money be selling donuts and greenhouse supplies. It is not uncommon to have a group of 90 fifth graders and 3 fifth grade teachers earn anywhere from $500 to $1,000 from proceeds from their sales. Materials are nails, screws, wood, metal etc.

DESCRIPTION: The program takes place during the school year. It provides an opportunity for students at the elementary level to become acquainted with the names and uses of common hand tools. The basic goal is for students at the Fifth Grade level to master the use of the equipment and share their knowledge with children in grades Kindergarten through fourth. This way not only will students in the lower elementary be introduced to the equipment but the fifth graders will have their knowledge and skill reinforced by helping the younger students. Also the fifth grader has the opportunity to get more than just an

introduction to Vocational Education which is further developed in the Plymouth Middle Schools and High School.

By involving students from K-5 in building various individual and group projects, the students learn about more than just the mastering of a tool. They learn to work together which carries over in their behavior on the playground. Very few discipline problems arise because of age or classroom differences. The projects relate to the curriculum — math — measuring, purchasing materials, drawing plans. Language Arts — new vocabulary, reading directions; Science — innumerable science projects.

The role of the teacher changes to that of a resource person, guide, and leader that can supplement, support and give direction.

Projects so far completed are: picnic tables, a well roof, display cases, six wooden tables and 20 wooden trays to hold plants in the greenhouse, a split rail fence, a chain link fence, sign posts, bird feeders, numerous benches for the playground and Outdoor Laboratory, and six shop tables — also a large number of craft projects too numerous to mention.

The portable shop tables are for use by the entire staff for group or individualized instruction. The program has helped bring about an enthusiasm and interest for learning while instilling in both staff and students a pride in their school.

PLACE: Plymouth Community Schools

TITLE: "Child-Centered Community School"

CONTACT: Mrs. Shirley Spaniel
43721 Hanford
Plymouth, Michigan 48170
455-9710

DATA: 675 Kindergarten through grade five children (multi-age grouped). Begun September 1972 - to present. Media Specialist, Reading-Language, Arts Consultant, Helping Teacher, Multi-media, Multi-test, Self-directed activity-cards. In-service Training.

DESCRIPTION: *Purposes*: 1. To provide personalized learning experiences and individualized learning for each child realizing he is a unique learner and that he must be taught according to his own special need; interest, abilities and talents. 2. To develop positive attitudes in children; to accentuate the childs' strengths and talents building a positive self-image. 3. To provide a rich, stimulating learning environment that will make school more "interesting" and "challenging" to children and staff. 4. To allow children to proceed at their own pace in the development of reading and math skills. 5. To teach children "how to learn" to be able to identify and solve their own problems, to utilized various types of resources, and to become responsible for their own learning.

How Implemented: 1. Learning Areas are organized into "learning centers" — some pertaining to skills of reading, writing, math — others pertaining to "interests" in science, social studies, hobbies, crafts, etc. 2. Role of teacher changed to that of a guider and stimulator of learning balanced with teaching skills when appropriate. 3. Parent volunteer program assists teachers and children with "center-activities", provide human resources such as special interests and talents to the school program. 4. Principals role in organizing on-going in-service programs, community relations, and an evaluation systems. Attempts being made to evaluate responsibility for learning, achievement and attitueds toward school and self.

PLACE: Plymouth Community School District

TITLE: Open Education

CONTACT: Beverly Marshall
Isbister Elementary
9300 Canton Center Rd.
Plymouth, Michigan 48170
(313) 453-8508

DATA: Six, seven, and eight year olds in grades One, two, and three. Length of operation three years. Teachers who are able to work with an age and ability range in a child centered individualized curriculum. Materials and equipment that foster divergent thinging as well as skill development. A multi-sensory approach to learning is utilized. Materials and equipment should be suitable for children to use independently. A play area has been established in each primary Learning Area. Here creative play use of manipulative materials, and social interaction is encouraged.

DESCRIPTION: The purpose of the program is to provide a continuous progress, individualized curriculum at the primary level. There are 10 groups of six, seven, and eight year olds. Every effort is made to maintain a child with a teacher from first through third grade. This enables a teacher to develop long rante strategies for each child; also, the number of new children a teacher meets each year is reduced to a third of the usual number.

There is a self-contained classroom environment supplemented by the exercises of the commons creative play area. Each child's day is planned cooperatively by the teacher and child so that the child learns to make responsible choices within the expectational range structured by the teacher. The child must accept the fact that he is responsible for his own actions. Language development is a major goal. Parent helpers as aides and tutors in the classrooms has enabled the staff to work on a very individualized basis with the children. There is major emphasis on staff support in helping the children feel able to work productively throug the school day.

In addition to reading growth data, attitude toward self and school scales have been utilized. A responsibility model is being developed.

PLACE: Portage Public Schools

TITLE: Remedial Reading Clinic

CONTACT: Leona Hefner
8111 S. Westnedge
Portage, Michigan 49081
(616) 327-3081

DATA: Remedial readers K-6. Length of operation Yearly since 1972-73. Reading Specialist School Psychologist, Audiologist, Optometrist, School Social Worker, Learning Disability Specialist. Individual achievement and I.Q. tests, Inter-Com with earphones, tape recorder, cassette recorders, earphones for carrels, belltone audiometer, controlled reader.

DESCRIPTION: Extremely severe cases of reading disability are referred to the Reading Clinic Reading Specialist for an indepth screening by the principal, individual building reading teacher, classroom teacher and parents. The youngster is tested for a three and one-half hour period in areas such as auditory memory, auditory discrimination, visual memory, visual discrimination, hearing range, eyesight, psycho-motor skills and other areas. Another two or three hours is spent with the various specialists conferring about the youngsdter's problems with reading and the testing that has occurred. Prescriptions are then written for work with the child in the home school. These prescriptions are then shared with the parents, classroom teacher, building reading teacher and principal. The Reding Clinic Specialist then periodically follows the progress of the child until remediation has been completed.

PLACE: Ravenna Public Schools

TITLE: Kindergarten Remedial Program

CONTACT: Laurence E. Olson
3480 Thomas Street (Elem. School)
Ravenna, Michigan 49451
(616) 853-2283 (ext. 43)

DATA: Kindergartners who are not prepared for 1st grade work. Length of operation four years. One, called "Pre'First" teacher. Materials for further math and reading readiness Equipment and materials for physical and emotional development.

DESCRIPTION: Each year the kindergartner teachers recommend those students who have completed a year of Kindergarten but who are judged, by test and observation, to be too immature and unprepared to meet the challenges of first grade work. These, usually limited to 16 students attend half day sessions for a year.

We have found from experience that many of these boys and girls who would have been at the very bottom of their class had they gone on, by the fact of their having this experience are now at the top 10% of their class in 2nd, 3rd, and 4th grades. Their test scores usually show startling gains over this year's progress.

At first there was parental objection, but many parents have seen the real gains their children have made, and they are now our most enthusiastic rooters. We feel, and can show by test scores that this has been a fine program for the children involved and their educational progress.

PLACE: Riverview Community Schools

TITLE: Kindergarten Program

CONTACT: Richard R. Aronson
Seitz Jr. High
17800 Kennebec
Riverview, Michigan, 48192
(313) 282-8600

DATA: Kindergarten students. Length of operation one year. Reader's Digent-Giant step materials. Variety of teacher-made and commercial materials.

DESCRIPTION: At the Forest Elementary School here in Riverview, we have been implementing a monitoring and management system for our students to enable us to develop the Individually Guided Education concept more fully, efficiently and meaningfully. The Promising Educational Practice to which we would call to your attention is our Kindergarten "project" which we hope will serve as a prototype for the other Kindergartens in our district in the near future and would be adaptable to any other Kindergarten situation.

In our attempt to evolve a developmental-interactional approach to the evaluation of each child's progress in school we have written 35 behavioral objectives for four areas (initial experiences, perceptual skills, number concepts (readiness) and pre-reading skills). These have become a part of a continuous progress report which compliments the one used in "grades 1-6".

Group screening instruments are used (along with the teacher's observations, particularly in the psychomotor and affective areas) to designate the apparent developmental stage of each child at mid-year. This data determines the area in which each child will spend twenty minutes each day for specific skill development.

Parent volunteers (8) are used to work with 1 to 4 children each during this time to utilize a variety of materials to accomadate the several modality preferences for reinforcement or drill. The teacher uses this time for instruction with larger groups for advancing the child through the hierarchy of sequential-developmental objectives. The reading consultant and the psychologist are called upon for programming recommendations or prescriptions in the event any child is unable to achieve at an expected stage is a reasonable time seemingly appropriate for that child.

Four goals are hypothesized to evolve from this practice: 1) each child will be identified at the moment he/she is experiencing a learning problem, rather than experiencing "years" of frustration and failure and referred for special services many times long after there is a great deal of emotional-overlay attached to the learning problem; 2) each child will be re-evaluated at any given developmental stage rather than inadvertently "moved" to the acquisition of skills beyond that point at which the child displays a readiness; this re-evaluation may result in program change or a new prescription; 3) the current teacher, the receiving teacher and the parents will be cognizant at any given time of "where the child is" and can be programmed more efficiently as well as appropriately, and; 4) insofar each child is programmed individually interms of these specific and vital objectives, as opposed to the more global approach of the traditional Kindergarten, we are anticipating a significant difference in the end-of-first-year mean reading achievement between this experimental group and our control group from another achool in our district.

In short, we are stressing in our Kindergarten Educational Practice: 1) early identification, 2) relevant intervention and, 3) effective monitoring, in the belief that this practice will substantially increase the successes in subsequent reading experiences.

PLACE: Rockford Public Schools

TITLE: Career Education

CONTACT: James F. Bale
Valley View Elementary
405 Summit Street
Rockford, Michigan 49341
(616) 866-1597

DATA: Students in grades Kindergarten through sixth. Length of operation one year.

DESCRIPTION: All elementary students and sixteen teachers are working and trining together in this program. Teams of teachers attended Career Education workshops at Kent ISD and MSU last fall. Career education does not mean another curricular area but integrates learning skills into the world of work. Students have the opportunity to explore their abilities, interests, and aptitudes and match them with job opportunities.

PLACE: Rockford Public Schools

TITLE: "Child-Centered Approach"

CONTACT: James F. Bale
Valley View Elementary
405 Summit Street
Rockford, Michigan 49341

DATA: Students in Kindergarten through sixth grades.

DESCRIPTION: Valley View Elementary's approach to education is "child-centered." The instruction is adjusted to meet the needs of the children and no child is "locked in" at a particular level for a prescribed period of time. A child's learning is understood to be a continuous creative process. Each child is encouraged to pursue his interest at his own rate. Mathematics, reading, and spelling aregradually becoming individualized, as the school develops more efficient means of distribution and sufficient amounts of materials to distribute to the students.

Teams of two or three teachers work together because they have found that two or three heads are better than one when attempting to meet the varying needs of children. Team teaching utilized the individual teacher's special talents and

competencies and permits more children to benefit from them. Considerable time is spent on value each others' individual differences, the responsibilities of citizenship, and how to use freedom wisely. Children are provided with many opportunities to make choices in order to learn the decision-making process. The school hopes to assist the children to become thinking, contributing, responsible members of society. No grades are given in the program and no child is considered a failure. Each child is expected to compete at his own rate, and accept the challenge of improving himself.

PLACE: Sand Creek Community Schools

TITLE: Personal Studies and Value Building

CONTACT: Mr. Robert Benham
Sand Creek Schools
Sand Creek, Michigan 49279
(313) 436-3121

DATA: All Fifth and Sixth Graders. Length of operation three years. 1 - Student centered teacher, 1 - Classrom teacher.

DESCRIPTION: Personal Studies involves career, sex, drug and Health Education. The approach to all of these is based on *Value Building*. The teacher uses counseling and guidance techniques and materials in helping children develop concepts in the above listed areas of growth. There is a great use of "games" and materials to help develop topics of discussion in helping children develop self awareness. A special emphasis is placed on the children sharing with each other on how they cope with problems of growing up.

Many outside sources are used in developing the career information aspect. The course is for credit — but no academic grade is given.

The program meets state minimum objectives in health, career, sex and drug information.

PLACE: Southfield Public Schools

TITLE: Pacer Analysis Program for Elementary Mathematics

CONTACT: Mr. Ross Gillespie
Lederle Elementary School
18575 Nine Mile Road
Southfield, Michigan 48075
(313) 354-8500

DATA: Elementary Students. Yearly Program. Pacer Analysis Test, Mathematics Curriculum Guide.

DESCRIPTION: Shortly after the system wide adoption of the Houghton Mifflin text for mathematics in Southfield, Southfield began looking toward ways that could assist teachers in accurately measuring progress in achievement made by students. Activity began in the spring of 1970 when Southfield teachers were asked to identify performance objectives for students in mathematics at each grade level. Then with the guidance of Dr. David Wells of Oakland Intermediate schools, the first Pacer Analysis Test was developed which measured student growth of those identified goals.

During the summer of 1971 the summer workshop and the newly developed Math Resource Utilization Committee produced chapter pre- and post-tests to supplement the basic program. Through effective use of the tests, a teacher could accurately prescribe the mathematic needs of a student for a given chapter, then after completion of the chapter evaluate the degree of mastery demonstrated by the student.

During the summer of 1973, major accomplishments of the Math Resources Utilization Committee included the development of a Mathematics Curriculum Guide, a Supplementary Materials Catalogue and the formulation of initial plans for Make and Take Workshops.

The Mathematics SCurriculum Guide which has been distributed to all Southfield elementary teachers provides a scope and sequence of objectives to be mastered by students at each grade level. Teachers now have specific curriculum guides in mathematics, unit evaluation instruments and yearly pacer tests.

In order to determine the overall scope and magnitude of the Pacer program, it has been essential to provide a means by which the program can be evaluated at three different levels. First, each teacher is supplied with both a student and an item analysis. Through these, she can look at and evaluate each student individualy, as well as evaluate her class as a whole, and how they respond to each item. Second, a building item analysis is provided for each principal so that evaluation can occur at each grade level as to possible strengths and/or weaknesses of a particular grade level program. Third, an item analysis is also provided at the district level to enable the Math Resource Committee to evaluate possible strengths and/or weaknesses of the program districtwise.

In addition, this analysis is also used to evaluate the testing program itself. By looking carefuly at the results of each individual problem, possible poorly constructed items can be identified and changes can be made for the future. Also, the district item analysis enables the committee to look at specific distractors (wrong answers) to problems, and weed out possible unfair or misleading items.

The Pacer Analysis Program is designed to help our district evaluate the entire mathematics program. It has proven to be a successful diagnostic tool, and is being counted on to continue in its providing Southfield Schools with necessary insight into the local elementary mathematics curriculum.

PLACE: Swartz Creek Schools

TITLE: Open, Self-contained Classroom

CONTACT: Ms. Teresa Holmgren
Gaines Elementary
300 Lansing Street
Gaines, Michigan 48436
(517) 271-8329

DATA: Public School. 30 to 32 - 9 to 10 year old students. One teacher. Self-contained room. Length of operation one year.

DESCRIPTION: The room is set up into the following interest centers: Reading, Language, Science, Geography, Math and Art. Each center is equipped with one long rectangular table, commercial materials and teacher-made materials. Four of the centers have bulletin boards for display.

The student makes out a work contract each day. The student is made responsible for planning and completing both his daily and weekly requirements. The teacher acts as a facilitator for helping students in need of help, planning units of study, motivating learning, grouping and regrouping students according to individual needs and guiding students in their work. Both the student and the teacher evaluate the student's progress each marking period. A check list of skills is used for this. Making decisions, organizing, planning and being responsible are essential skills a student must develop to succeed in this classroom.

PLACE: Waterford School District

TITLE: Let Me Choose What I Must Learn

CONTACT: Patricia Knudsen
5449 Crescent Road,
Pontiac, Michigan 48054
(616) 682-7300

DATA: Elementary School Students and Their Parents. 1973.

DESCRIPTION: Through the use of Value Clarification and other techniques 5 to 12 year olds learned what an objective is. Each student in the school wrote his learning objective for 1973-1974 in the cognitive, affective and psychomotor domains. Younger students drew pictures of what they wanted to learn. Then an older youngster wrote what his little partner wanted to say. Parent, teacher, and each student conferenced together o make plans for helping the student implement his objective. We believe (1) students should have a voice — determining learning objectives; (2) it gives students the opportunity of self evaluation or needs assessment; (3) it gives students the chance to practice future planning — to learn that goals are a part of life, to learn that it requires time to accomplish important learning or life goals, to learn that resources are required — both material and personal — to learn to work with others in accomplishing goals. We believe teachers, parents, administrators and students are accountable and can participate together implementation of the accountability model. Student written objectives and their evaluations of implementation of them available.

PLACE: Wayne-Westland Community Schools

TITLE: "Individually Guided Education"

CONTACT: Walter C. Hunt
Madison Elementary School
1075 S. Carlson
Westland, Michigan 48185

DATA: Elementary Students. Length of operation two years. IGE Inservice Materials — $200.00.

DESCRIPTION: IGE is an approach to schooling that provides a framework for individualizing instruction — Individually Guided Education. It is achieved through an inservice program designed to reorganize and redirect the time, talents, and energy of all concerned with the educational process. it is a workable way of achieving and integrating such concepts as continuous progress and team teaching.*

Madison is an elementary school, Kindergarten through 6, which is implementing the35 outcomes of IGE. At present we have organizaed into six units consisting of 3-5 teachers and 10-130 pupils. Pupil ages within any one unit range 2-3 years.

*IGE Implementation Guide. Institute for Development of Educational Activities, Inc., an affiliate of the Charles Kettering Foundation, Dayton, Ohio.

PLACE: Wayne-Westland Community Schools

TITLE: T.J.T. Learning Center

CONTACT: Mr. R. L. Thompson, Principal
32150 Dorsey Road
Westland, Michigan 48185
(313) 721-6031

DATA: Approximately 200 4th, 5th, and 6th grade students. Length of operation 3½ years. Reading teacher.

DESCRIPTION: The Jefferson Learning Center operates under the direction of the building principal and the building reading teacher, who have responsibility for the weekly scheduling of instructional activities. The daily student instructional program is monitored by three para-professionals.

All 4th, 5th and 6th grade students, approximately 200 youngsters, use the facility three times a week, 30 minutes per period. Each student follows a prescribed programmed learning plan, based on his individual level of achievement. Each student records his own daily work. Cumulative records are likewise kept by the staff on each student. Each student advances by mastering a test at the end of the unit.

The learning center has been in operation three years. The concepts and methodology have improved each year. The Learning Center began with a Performance Contract. The contracting company has since resigned and turnkeyed the program to the building. The program and practices are observable. Evidence of positive changes can be shown.

PLACE: Wayne-Westland Community Schools

TITLE: Continuous Progress: Multi-Unit School

CONTACT: Helen Avery
1255 S. John Hix Road
Westland Michigan 48185
(313) 722-1500

DATA: Students ages 5-10 years old (800 pupils). Length of operation 4 years. Curriculum Resource Teacher, Librarian (Multi-Media). Wide variety of materials and equipment. Support Staff: non-certified: Student Teachers, Paid Para-professionals, and Voluntary Aides.

DESCRIPTION: The P.D. Graham Elementary School has been acclaimed nationally as being in the top 2 percent of schools that really deliver individualized instruction to pupils. Using the I.G.E. instructional organization process the school focuses on a humanistic approach to implementation of an accountability model that can accommodate the multi-aged units, continuous progress and curriculum management systems that highlight differentiated roles and functions. The program relies heavily on parent participation as program aides.

PLACE: Wayne-Westland School District

TITLE: Learning Laboratory

CONTACT: Warren Spurlin
3712 Williams Street
Wayne, Michigan 48184
(313) 722-1500

DATA: 5th and 6th graders. Length of operation 3 years. One teacher and one classroom aide.

DESCRIPTION: The Learning Lab at Taft is now in its 3rd year of operation. During the first 2 year period only Chapter III Students used the Lab. However this current year all of our 5th and 6th grade students are spending 45 minutes a day in the Learning 100-300 Learning Lab.

We already had purchased approximately $12,000.00 worth of hard ware and soft ware and added another $5,000.00 worth this current year that enabled us to put into operation the complete program.

Personnel involves 1 full time para-professional and 1 full time certified teacher at a approximate cost of $15,000 annually.

PLACE: Wayne-Westland Community Schools

TITLE: Instructional Management by Objectives Program in Language Arts and Mathematics

CONTACT: Eugene B. Domanke
3712 Williams Street
Wayne, Michigan 48184
(313) 722-1500

DATA: Kindergarten and first grade students; also grades 2-6 on pilot basis. Length of operation: Kindergarten and 1st — 2

years; Grades 2-6 — 1st year. Printed criterion referenced tests and curriculum embedded tests; matrices. Inservice training of classroom teachers.

DESCRIPTION: The purpose of this program is the implementation of a sequential performance objective based management system for individualized instruction. The program includes CRT pretesting, instructional activities recommendations, CET assessment instruments, CRT post test and record keeping matrices.

All students at the k-1 level participate in the program; participation at the 2-6 grade levels is on a limited pilot basis.

1972 Post test evaluation data for K-1 levels
K Level (math) 98% attainment above 5% level; (reading) 90% attainment above 75% level.
1st Grade (math) 90% attainment above 75% level; (reading) 76% attainment above 75% level.

PLACE: Wayne-Westland Community Schools

TITLE: "Child Adjustment Center for the Emotionally Impaired"

CONTACT: Roy Chestnut
3712 Williams Street
Wayne, Michigan 48184
(313) 722-1500 (ext. 251)

DATA: Emotionally impaired. Short term/long term programs. Certification in emotionally disturbed.

DESCRIPTION: The Wayne-Westland Community School District has two programs for the emotionally impaired. These are the Child Adjustment Center long term and the Child Adjustment Center short term. Children are placed in both rooms according to state specifications. The long term placement is a span of one to two years, and the short term is usually a shorter placement — approximately 3-5 months. Children are enrolled on a contract basis with explicit responsibilities spelled out for the child, parents, and referral teacher. Behavior modification techniques are utilized and each child is programmed individually.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN MIDDLE SCHOOL EDUCATION

PLACE: Ann Arbor Public Schools

TITLE: Academic Games Club

CONTACT: Cindi Hopkins
Scarlett Middle School
2315 Packard, A-305
Ann Arbor, Michigan 48104
(313) 769-0634

DATA: Students (6th — 8th) Scarlett Middle School. Length of operation all year. Games to use (from NAGP).

DESCRIPTION: The Academic Games Club project came about in the hopes of providing some activities for good students that were fun, a kit competitive and produced a lot of learning. We use math, language arts and social studies games. Part of this project runs daily for 9 weeks as an elective class; it is also run after school (2 days a week) and on Saturdays we compete against other schools. Once a year we compete in a National Olympics (students from all over the country) in these Academic Games. No evaluative data available. Games used — Equations, On-Sets, Propaganda, Americard, Eurocard, Strange Bedfellows, Mr. President, Linguishstiks, On-Wards, Wff'n Proof and Queries & Theories.

PLACE: Ann Arbor Public Schools

TITLE: Form Companies to Produce and/or Distribute Goods

CONTACT: Evelyn Syers
3366 Maple Drive
Ypsilanti, Michigan 48197
(313) 434-2431

DATA: Team II of 7th grade house — Scarlett Middle School. Length of operation periods of 6-9 weeks throughout the year. Three teachers of a 4 man team involved. Need to borrow materials from places such as Detroit Edison.

DESCRIPTION: Three homeroom groups in Team II have formed a company — selling stock to finance the operation, purchased materials and produced puzzles, pennants and served a breakfast. The unified teacher, math teacher and science teacher cooperated in these projects and were able to make their lesson plans using these themes. The students enjoyed the experience and other teachers in the system and the public made favorable comments.

PLACE: Ann Arbor Public Schools — Slauson Middle School

TITLE: GAMING Approach to Math

CONTACT: Dwight McMurrin
831 Loyola
Ann Arbor, Michigan 48103
(313) 663-6257

DATA: Thirty Students. Length of operation 2 nine-week sessions; 4 nine-week sessions. 10 sets of WFF in Proof, IMP Kits-Computerized-games. 10 sets of On-sets; 10 sets of Equations.

DESCRIPTION: Project: GAM is a math course open to any 7th or 8th grader at Slauson. The students signs up (with parental approval) for only nine weeks at a time. This course may be taken in place of the regular math course or as an additional elective. The topics covered are: Fractions and Probability, Properties of the Real Number System, Mathematical Proof, Symbolic Logic and a lot of Basic Arithmetic. Emphasis give to integers, radical expressions, irrationals, powers, powers to ten, identify elements, place value, other bases, set theory, intervals on the number line, the number line from 0 to 1, formal systems, modular arithmetic, order pairs and solving equations.

PLACE: Avondale School District

TITLE: Reading: A STEP TOWARD SUCCESS

CONTACT: Mr. J. D. Webster, Principal
Avondale Junior High
2900 Waukegan
Auburn Heights, Michigan 48057
(313) 852-4400

DATA: One hundred and forth 8th and 9th grade students (approximately ¼ student body). Length of operation one year. Two English teachers — one with training at Oakland Schools; one who is working on his masters in reading. Materials to individualize instruction.

DESCRIPTION: The Junior High Reading Program is to serve as a motivational tool to the 140 to 150 students, both in eight and ninth grades, who lack reading skills.

By giving materials to students at their level, they experience success. Ideally, this feeling of success leads to a better self-image. Hopefully, the improved reading skills help them in other academic subjects.

Grouping was based mostly on informal reading inventories, teacher information, school information, rather than standardized tests. It was updated throughout the year.

Findings: Remedial, 8th grade instruction level: (October) P-3+; (April) 2-6. Remedial, 9th grade instructional level (October) P-5; (April) 2-7. Corrective, 8th grade instructional level: (October) 2-6; (February) 5-7. Corrective, 9th grade instructional level (October) 3-7; (February) 4-7+. Average increase - eighth grade - 1.4. Average increase - ninth grade - 1.6. Some showed no progress.

Student attitude is very good. They enjoy the individualized reading, the controlled reader, and the flash cards, but they got the most from the study skills.

There was very little theft and damage.

Problem Areas: Cheating on self-correcting materials. Students who have feigned being poor readers and workers — the materials were too easy for them. Students not realizing the value of the materials used and not applying the techniques.

PLACE: Benton Harbor Area Schools

TITLE: Handicraft for Motovation

CONTACT: Jean B. Stefan
1444 Pipestone Street
Benton Harbor, Michigan 49022
(616) 926-6082

DATA: Low achieving students. Length of operation one year; Fall 1973, Spring 1974. Rock polisher, rocks, grit — String, Cellutex board, cloth, designs, directions, books.

DESCRIPTION: Realizing that many of my students lacked the incentive to learn, I began searching for a means of reaching them by creating an interest in SOMETHING.

I found many of the non achievers liked handicrafts; having access to many different kinds of unpolished rocks, a rock polisher, 5 different girts, and direction book, we began being gem polishers and rock hounds.

Myself, not knowing anymore about the equipment or rocks than the students, seemed to create an attitude of delight within the students to teach the teacher. The students read the directions, set up the equipment and sought out books in the library about rocks.

Our first batch of rocks seemed to take forever. One of the students discovered that by putting small pieces of leather in with the rocks and final grit, gave a beautiful finished gen.

We invited two resource people to our class to help us identify rocks, also show the possibilities of silver smithing and creating our own jewelry. One of the resource people show her own created jewelry and told of the high demand for such products. We did not go into the silver work but did make some jewelry for their parents.

The gem machine interest continued throughout the year, also we began to make string designs. Through following complicated directions, the students made many beautiful pictures. The interest carried over into the homes and some students began creating and selling their designs for as much as thirty dollars. One student traded a string for a new ten speed bike.

Selling to school personel and relatives led to seeking out ways to display and market their products. Some of the students will enter art shows this summer and also sell to tourist gift stands.

For many of the students this was the first time they had the feeling of success. They began believing in themselves, thus creating a healthy attitude for more learning.

I believe the success of this experience was due to the fact that, with materials available, the students involved took great pleasure in teaching other students and the teacher.

PLACE: Benton Harbor Area Schools

TITLE: T.V. Reading

CONTACT: Barbara Dunham, Reading Teacher
Greta Hines, Principal
King Elementary
750 E. Britain
Benton Harbor, Michigan 49022

DATA: Middle School: 4-5-6th graders. Length of operation 7 months. Qualified Reading Teacher. Portable video tape deck camera, monitor and official tapes of popular TV shows and official scripts.

DESCRIPTION: T.V. Reading is a highly motivational remedial reading program using official television tapes from actual national broadcasts.

The children are taught reading skills through the use of the scripts, they read the scripts, act out the parts, and review the tape to improve their portrayal. The students are taped for self evaluation. Creative writing is emphased through script writing which in turn is taped for reviewing as the student shows are perfected.

PLACE: Brandywine Public Schools

TITLE: Mini-Ways to Literature

CONTACT: Mr. Carl Stevens
2428 South 13th Street
Niles, Michigan 49120
(616) 683-4800

DATA: One Hundred ninety-five eighth grade students and four teachers. Length of operation one year.

DESCRIPTION: This project enables 8th graders to choose those areas of literature which will result in a maximum educational experience for the student. Selection of the mini-course is made every six weeks. Parents are invited to join the course. A variety of course materials are used including field trips and audiovisual material. There is an emphasis placed on increasing each student's reading skill.

PLACE: Gladwin Community Schools

TITLE: Communication Skills

CONTACT: Ms. Shirley C. Goddard
780 West First Street
Gladwin, Michigan 48624
(517) 426-8440

DATA: Three hundred seventh and eighth graders. Length of operation two years.

DESCRIPTION: "More Metaphors" is a communication skills strategy applicable to K-12 and initiated to respond to the following assessed needs: (1) Development of staff and student cognizance that metaphors occur with higher frequency than any other language convention used in verbal and visual communication. (2) Development of the cognitive and affective skills necessary for metaphor knowledge, comprehension, application, synehesis, evaluation, and creation. Implemention of the K-12 strategy includes the following: (1) Development of a master list of 2,000 common metaphors divided into categories and grade level appropriateness. (2) Development of multi-sensory modes of learning opportunities for experiencing, illustrating, dramatizing, and verbally interpreting the concrete and abstract levels of metaphors. (3) Development of cognitive and affective evaluation measures of K-12 developmental learning.

PLACE: Grand Rapids Public Schools

TITLE: Environmental Education Program

CONTACT: Dr. Raymond Boozer
Elementary Office, Station No. 4
143 Bostwick, N.E.
Grand Rapids, Michigan 49502
(616) 456-4786

DATA: Fifty-five 6th year students. Length of operation 1973-74 school year.

DESCRIPTION: In September, 1973, the Grand Rapids Public Schools initiated an Environmental Studies Program for gifted sixth grade students. The project represented a pilot venture in that prior to this time, no options were offered to this particular population of students, with the exception of those experiences provided by individual teachers in the base schools. It was felt that a special program developed solely for the late elementary gifted student would more adequately serve the special needs of this group of children.

The decision to develop an environmentally oriented curricular focus was predicated on several basic assumptions regarding the nature and potential of "Environmental Education" Programs.

1. Environmental Education is both relevant and timely. It provides high interest content for today's young people. There is an increasing request by students for the opportunity to relate

their studies to current environmental problems and concerns. Furthermore, it is the objective of the schools to prepare students to deal with the issues which will directly effect their lives and to develop appropriate attitudes, understanding and skills in order to make significant and meaningful contributions to their society.

2. Environmental Education affords opportunities for problem-based, multi-disciplinary study. The focus more readily accommodates the diversity of interests that is characteristic of the gifted student. Further, an environmental curriculum allows development of a more dynamic action-oriented teaching model. It is conducive to a flexible, individualized pursuit of knowledge, and provides a structure which enables teachers to capitalize on the natural enthusiasm and inquisitiveness of this population. Finally, this curricular approach makes it possible for the sixth greader to learn a great amount of information in the out-of-doors and to expend energies on enjoyable instructional activities."

Two sites were selected for piloting of the Environmental Studies Program. One group of students attends the John Ball Park Zoo, while a second group is situated at the Blandford Nature Center. Both sites are highly compatible to the nature and intent of these programs, having ample space with a variety of terrains, as well as many unique features including, of course, the zoo animals and facilities at John Ball Park and the facilities of the Blandford Nature Center and Frost Farm.

Each of the programs is staffed by one teacher and one full-time assistant. In addition, teachers are provided invaluable assistance by personnel at the zoo and nature center.

PLACE: Ingham Intermediate

TITLE: Highfields Modular Math & Reading Program

CONTACT: Richard Mikel
Camp Highfields
Onondaga, Michigan 49624
(517) 628-2287

DATA: Residents of Open Camp setting for Socially Maladjusted Adolescent Boys. Length of operation one year. Approved Special Education Teachers. Sound page recorder-player, Dictator. Modular instructional materials (available for relatively reasonable cost).

DESCRIPTION: The "mods" were developed at the Capital Area Career Center (Ingham Intermediate). They represent a programmed vocationally oriented approach to the teaching of basic skills (reading, math, pre-vocational) for adolescent non-readers or severly retarded readers. It is a program which holds the interest of the student.

Capital Area Career Center has research data (avidly we are collecting data also) which shows an average gain in reading of 2.95 years with 17 hours of instruction. Contact Jan Danford, Capital Area Career Center (517) 676-1051 for information on the research.

The program may be viewed at Highfields where it is used with adolescent boys in Special Education or at GACC where it is used with Vocational Education Students. We think it holds great promise for secondary Emotionally Impaired - Learning Disabilities Program.

PLACE: Lakeview Public Schools

TITLE: Descriptive Evaluation of Student's Progress

CONTACT: Mrs. Norma Bowling
Chippewa Jr. High
26001 Jefferson Avenue
St. Clair Shores, Michigan 48081
(313) 776-2828

DATA: All 7th and 8th grade students.* Length of operation school year. Regular Junior High English teacher. Forms designed to allow the teacher to share with student and parent, the specific strengths and weaknesses of students.

DESCRIPTION: The students in the seventh and eighth grade English classes do not receive a letter grade, but an individual evaluation every 10 weeks in various categories including work habits based on an individualized program concept that is implemented in the classroom. Early in the fall, the parents receive information about the procedure, a copy of the form, and other information about the goals of the program.

This type of format enables a student to progress at his own rate, to be aware of areas of need and strength, and to feel successful in what he is doing.

*This practice has been in operation in the Lakeview District for 4 years.

PLACE: Lakeview Public Schools

TITLE: Sixth Grade — Junior High Orientation

CONTACT: Mrs. Evelyn M. Salturelli
25901 Jefferson
St. Clair Shores, Michigan 48081
(313) 771-0200

DATA: All Sixth Grade Students. Meetings and activities occur over the course of one month.* Regular Personnel only: 5 elementary counselors, 4 junior high counselors, 18 sixth grade teachers.

DESCRIPTION: The 6th Grade Junior High Orientation Program has been developed to assist in the transition from 6th grade to junior high. This program is set into operation in mid-April at which time the 6th grade teacher and elementary counselor fill in the junior high student data form. Early in May, elementary counselors meet with sixth graders to begin orientation and distribute and discuss junior high questionnaires. These forms enable the student to indicate their feelings through questions and provide an opportunity to note personal concerns. These are given to the junior high counselors.

The panel of former students of the particular elementary school attend a meeting with the sixth grade class and not only discuss junior high, but answer questions previously noted and any other that may come up. The junior high counselor has a conference with each sixth grade elementary teacher, on release time, as to needs, possible problem areas of each individual child. Visits to the junior high for both student and parent are scheduled.

This program not only assists students by answering questions and relieving some concerns about junior high, but has led to a greater sharing of information and increased communication between elementary and junior high school personnel and has lead to more effectively meeting the needs of entering students.

*This practice has been in operation in the Lakeview District for 8 years.

PLACE: Madison Heights School District

TITLE: Monroe School Targeted Instruction Project

CONTACT: Mrs. Rhea Rowe
25421 Alger
Madison Heights, Michigan 48071

DATA: Grades 1 - 6. Special Education Rooms. Length of operation 16 months. Reading support teachers, paraprofessionals. Wisconsin Design RIM (Reading Instructional Management).

DESCRIPTION: The Monroe School Project is an example of one school's endeavors to institute a total school reading instructional management system. The major goal of the project is to increase the reading abilities of the students through individualized reading skill instruction. Students are instructed only in areas in which they are deficient, not in areas in which they demonstrate competence. A student is always instructed at his level.

Targeted instruction involves pinpointing or targeting instruction in a specific skill area in which a student is deficient and teaching for mastery in that area. The Wisconsin design is used as the basis for managing and targeting the decoding segment of the program. The comprehension and study skills areas are monitored by the use of the RIM system (Reading Instructional Management) developed at the Oakland County Intermediate School District. The students are first tested on an Individual Informal Inventory to determine his strengths and weaknesses. Then it is necessary to pre-test the students in each skill to determine what skills are going to be targeted and monitored. Once the students are tested they are grouped. A system was developed whereby students are moved from decoding into comprehension and study skills and back again as their developmental needs arise.

The program at the Monroe School operated for one-half year. The average skill gain at the end of that period for the entire school was 1.35 year. At the present time more evaluative data is being collected.

PLACE: Marquette Public Schools

TITLE: Bay Cliff Camping Trip

CONTACT: Robert Pinder
Bothwell Middle School
Marquette, Michigan 49855

DATA: Bay Cliff Health Camp. Length of operation one week. Extra professionals needed. Camping facility.

DESCRIPTION: The project was a week-long camping trip for 7th graders. It's main purpose was to provide the students with learning experiences unavailable in a conventional classroom, focusing on outdoor education. There were seven major interest areas which included a lake study, an animal study, a plant and insect study, a bird study, a compass study, camp reporting, and a class called Lamb to Loom in which six sheep were sheared and the wool spun into yarn, died and used in a final art project. In addition to the academics the social aspects of the camping situation were emphasized. Each group of students was responsible for keeping their living quarters clean, and they also took a turn at kitchen duty.

PLACE: Mason Consolidated Schools

TITLE: Reading Center Program

CONTACT: Miss Margaret Gaffney
2047 Erie Road
Erie, Michigan 48133
(313) 848-6145

DATA: Seventh and eighth grade students. Length of operation second year. Reading Specialists.

DESCRIPTION: The Reading Center Program was a balanced course that provided for individual differences. It was necessary to begin at the learner's instructional level and then increase difficulty of the material as the student developed in his learning skills. Therefore, the program provided three phases — Remedial, Corrective and Power. Students who elected to take part in the Reading Center Program were pre-tested in the Spring. From the results of the Stanford Diagnostic Reading Test, Level II, Instructional Placement Report, the students were assigned to one of the phases of the program. The students were given intensive instruction in the area of weakness. Upon mastery the students were given a post-test (S.D.R.) to measure their progress.

The remedial phase consisted of twelve students who were seriously retarded in reading and who needed highly specialized diagnosis and intensive treatment. These students were taught individually and/or in a small group. Each group was made up of students having the same type of difficulty and who were reading at the same instructional level. These students lacked basic phonic skill and had poor language experiences. By the use of material such as Stimulation Games, the Reading Listening Series, Basic Reading Skills for Junior High School and teacher made material, the students were able to achieve and gain confidence in their ability.

The average stanine gain of each student in the specific area of Concentration: Syllabication 2, Sound Discrimination 1, and Blending 2. Since each student showed progress, the objective of the phase was achieved.

The corrective phase of the program was designed for students with less serious reading problems. Students in this program were only a year or so, in terms of potential, behind their reading proficiency. These students had no deep-seated cause of difficulty and responded readily to treatment. Twenty-six students were taught in small groups according to their particular needs and ability. Problems with vocabulary and reading comprehension were common in this phase of reading. Varied instructional techniques were used with these students. Depending on their need, one or more of the following additional materials were used to strengthen the lessons: Stimulation Games, Aural Reading Lab, S.R.A. Reading for Understanding, the Radio Series and Scholastic Material.

The students final evaluation in the corrective phase of the program showed an average stanine gain of 2 in the areas of Vocabulary and Comprehension.

The power reading phase of this program was designed for students who were reading at or above grade level in comprehension and vocabulary. The goal for thirty-seven students was to achieve power in speed and comprehension. Students met in small class groups to discuss various reading techniques — skimming, scanning and study skills. Throughout the course, great emphasis was placed on comprehension for without comprehension there is no reading. Various reading material helped to reinforce the reading lessons. Students were programmed in Speed Reading and O.R.A. (Optimum Reading Achievement). They used the Aural Reading Lab, Radio Series II, Pacers (S.R.S. and Shadowscopes), Tachonatic 150 B and various paperbacks to practice these newly acquired skills.

The results of the post-test showed clearly that students were able to double their reading rate and also increase in their comprehension scores by 20 percent.

The Mason Junior High School Reading Center project, in my opinion proved very successful. Students responded enthusiastically towards the program and requested permission to take reading because the project provided an answer to their individual needs. The students liked the unique format the program and the various types of hardware and software. They appreciated having only two formal class days a week and also the responsibility to do assigned independent practice on their own time.

PLACE: Milan Area Public Schools

TITLE: Cafeteria Work Experience for Special Education

CONTACT: Kenneth Murr
432 South Platt Road
Milan, Michigan 48160
(313) 439-2418

DATA: Middle School Students in Special Education. Length of operation one year.

DESCRIPTION: The Special Education rooms decided to try to teach reading, mathematics, personal hygiene, following directions, money management, nutrition, coordination, safety and other educational criteria through the use of a cafeteria experience.

The food prepared in the cafeteria was sold to the teachers only. Not only were other staff members openly enthused by what was accomplished with the students buy they in turn got involved in the teaching of preparing their favorite dish.

The staff applied to the Intermediate District and their proposal was accepted when a mini-grant was offered for additional money to carry on the project.

The educational experience for those children was more than we expected, all areas of those criteria to be covered was covered and much more. The practical experiences the students had more carried out the plans we had at the beginning of the project.

PLACE: Monroe City School District

TITLE: Answer For Reading in The 70's

CONTACT: Ray Bottom
1275 N. Macomb Street
Monroe, Michigan 48161
(313) 241-0330

DATA: Seven hundred fifty seventh grade students. Length of operation one year.

DESCRIPTION: Orlando Shilts, a specialist in reading instruction, has developed through his years of experience in assisting youth to read, a set of instructional techniques which have proven to be successful, especially in vocabulary building and phonics skills. Orlando has been able to pass these techniques on to other teachers in various subject areas.

Monroe City School District does not support the concept of tracking and believes that it is essential therefore that each junior high academic teacher be somewhat of a reading teacher in order to instruct youth who are deficient in reading ability.

Mr. Shilt's techniques appear to substantially upgrade the reading skills of the junior high youth and consequently result in greater academic successes.

A video tape on the project has been prepared and an evaluation report is enclosed on the presentation of the project at the MRA Conference. The key techniques of Mr. Shilt's instructional approach are listed in the questionnaire, found in the evaluation report.

Pre and Post test results of the 750 seventh grade students are available.

PLACE: Mount Clemens Community Schools

TITLE: Exploring Alternative Academic Programs at Junior High Level

CONTACT: Dr. Donald E. Dragoo, Principal
Washington Junior High School
196 North Rose
Mount Clemens, Michigan 48043
(313) 463-7091

DATA: Seventh Grade Students (Random Group). Length of operation two years. Dedication to "open style" classroom management.

DESCRIPTION: Using concepts from fairly widespread open classroom practices in elementary schools, two junior high teachers have taken 60 to 65 students as a homeroom group and worked with them in academic areas for four hours per day. The remaining two hours, students receive gym, homemaking, industrial arts, music and fine arts in the traditional junior high set-up. Students are generally selected at random, but behavioral problems which seem attributable to lack of maturity have been specially placed in the group. Testing during the second year indicates student success equal to or better than traditionally grouped classes, with some very low students making significant gains at 7th grade level. Behavior problems placed in the group were significantly reduced or disappeared in the highly individualized and self-help-planning situations.

PLACE: Mount Clemens Community Schools

TITLE: STS (Student Tutorial Services)

CONTACT: Sherman Cottingham, Assistant Principal
High School
167 Cass Avenue
Mount Clemens, Michigan 48043
(313) 465-1201

DATA: Students with academic failures, discipline problems, or high truancy or tardiness rates. Length of operation three years. Student Assistants (paid) and high school students interested in earning activity credit for service in the center. A classroom to be designated as the Tutorial Center. Such A-V equipment as Tutorial Assistants require for instruction.

DESCRIPTION: *Objectives:* 1. To reduce the number of students being dropped from classes because of truancies, tardies and poor class behavior. 2. To develop increased academic skills. 3. To develop a better understanding between Black and White students. 4. To develop a better understanding between teachers and students. 5. To raise the students level of aspiration and foster the belief that he can benefit from academic success. 6. To increase awareness of educational and vocational opportunities. To utilize the academically talented students to assist students in need of academic help.

Statistics — A. Tutee: a. Attendance for 18 weeks — 4,022; b. Average daily attendance — 48.4; c. Average weekly attendance — 242; d. Individual Tutee Total — 77. Fluctuation (12-19 above 77). B. Tutors: a. Attendance for 18 weeks — 2,220; b. Average daily attendance — 27; c. Average weekly attendance: 133.75; d. Individual Tutors 27. Fluctuation (8-12 above 27). C. Teachers involved directly with the program: 61. Total increase from last semester, January - June, 1973 of 25 teachers.

Recommendations — A. Academic Improvements: (Teacher observation) 1. Turning in homework and other written assignments more often; 2. Greater class participation; 3. Improvement of grade average. B. Other Behavior Changes: (Attendance advisors, assistants, Administrators). 1. Better Attendance; 2. Ability to express himself more clearly; 3. Less fooling around, more able to settle down and work. C. Attitude Changes: (Assistants, Administrators and Teachers) 1. Toward school; 2.Toward learning; 3. More respect for others; 4. Pride in his progress and accomplishments. D. Suspensions: of twenty-four (24) behavioral problem students referred to the center who other wise would have been suspended from school and dropped from their class(es), thirteen (13) were able to earn credits without being dropped.

PLACE: Paw Paw Public Schools

TITLE: Reading/Study Skills Improvement Program for 7th and 8th grades

CONTACT: Mrs. Jerilee Gregory
R No. 4 Lake Cora
Paw Paw, Michigan 49079
(616) 657-4168

DATA: All seventh and eighth grade students and staff. Length of operation two years. Two reading teachers, consultant. Reading materials at multi-levels, with high interest for 7th and 8th grade students.

DESCRIPTION: I. Initial inservice session with all 7th and 8th grade teachers on teaching reading and study skills in the content areas and improving instructional techniques. Continuing inservice with consultant service and staff interaction throughout the year on materials and instructional techniques.

II. 12 week session (1 hr. daily) in Reading Lab for each 7th and 8th grade student with a student/teacher ratio not exceeding 15 to 1. Individualized instructional program to improve each students reading and study skills. Wide range of books, materials and equipment used at multi-levels of difficulty yet high interest level for 7th and 8th grade students.

PLACE: Pontiac Public Schools

TITLE: Computer Assisted Guidance Program (CAGP)

CONTACT: Judy Battenschlag
Irving School
1830 W. Sq. Lake Road
Pontiac, Michigan 48053
(313) 334-4695

DATA: Students Kindergarten through twelve. Length of operation two years. Teachers and Counselors trained in Human, Educational & Career Skill. Use of "The Art of Developing a Career" and "The Story of Who" by Dr. Robert Carkhuff.

DESCRIPTION: *Purpose* — The purpose of our career program is to deliver Career Achievement Skills to students. Those skills consist of: 1) Expanding - gathering information about myself and about job alternatives. 2) Narrowing - deciding what alternatives are best for me in terms of my values. 3) Preparing - developing programs which will help me implement my decision and preparing me for my internship. An internship is spending from an hour to a day with a person in the job which the student selects. With information gained from the internship the student re-evaluates his decision and determines how favorable his job is now based on this new information.

Definition of Variable — The variable in this project is acquisition or attainment of Career Achievement Skills. These skills were delivered to the elementary, junior high and senior high students.

Measurement of Variable — Student Career Achievement as measured by a quantity and quality score on a locally devised instrument.

Description of Curriculum — Under careful supervision and guidance, teachers and counselors developed their own curricular and instructional programs which delivered these Career Achievement Skills to students. Many program variations, strategies and levels of detail were developed.

Description of Treatment — Teachers and counselors were trained by members of Carkhuff Associates in communication skills, educational skills and the career skills necessary to develop and deliver the career program to students. Each teacher or counselor selected one of his/her classes as an experimental group and another teacher's class, at the same grade level, as the control group. The experimental group was given approximately 30 hours of Career Achievement Skills instruction while the control group received none. Both the experiemental and control groups were pre-tested on the entire CAST program and were post tested at the end of each of the three chapters of skills.

Conclusion — There was a significant difference between Junior High pre-post quantity and quality score. An analysis of variance was performed on pre, post and adjusted post (covariance) to determine if the two groups were different. The F ratio calculated was significant at the .01 level. This indicated that the pre-post difference was not due to chance. For the elementary and senior high control group, the pre and post quality-quantity score showed no significant difference. However, at the junior high level the F ratio was significant at the .01 level.

PLACE: Port Huron Area Schools — Fort Gratiot Intermediate School

TITLE: Career Education

CONTACT: Ken Rapp, Principal or Bob Kirshner
3985 Keewahdin Road
North Street, Michigan 48049
(313) 385-4478

DATA: Six 7th and 8th grade students. Length of operation September to June. Microfiche and reader. V.P. I Test, film strips, records, cassetts, Turner Career Guide Series.

DESCRIPTION: 1. We use Maury's portable shop. 2. We have outside speakers that include parents of our own students (students make contacts.) 3. We have field trips and tours. 4. The sixth, seventh and eighth grades use the V.I.E.W. program as a follow-up to the Voc. Plan Inventory.

PLACE: Portage Public Schools

TITLE: Man and His Environment

CONTACT: Donald Campbell
8111 S. Westnedge
Portage, Michigan 49081
(616) 327-3081

DATA: Ninth Grade Students. Length of operation full school year.

DESCRIPTION: This course presents a scientific study of man's place in his total environment. Material is drawn freely from any and all fields of science as it applies to the study at hand. The major emphasis of the course is to help the student become a more scientifically literate citizen through reading, listening, observing, experimenting and sharing of scientific knowledge.

PLACE: Rockford Public Schools

TITLE: "Innovative program for Sixth Graders"

CONTACT: James F. Bale
River Valley Elementary School
350 North Main Street
Rockford, Michigan 49341

DATA: Sixth grade students. Length of operation one year.

DESCRIPTION: The School District's sixth graders are housed in one building. There are ten classrooms of sixth graders broken down into three groups. There are three professionals in group-1, four professionals in group-2, and three professionals in group-3. Three paraprofessionals are employed to work with these three groups of students. In order to utilize all the teaching time available no recess periods are taken. Efforts are made to stagger activities so that long continuous study times are avoided.

Piano, vocal music classses given, gives each teacher a break sometime throughout the day. Student teachers are also utilized to help with small group and individualization of instruction.

After school classes are scheduled to provide curriculum enrichment.

PLACE: Rockford Public Schools

TITLE: "Individualized Program for Eighth Grade Students"

CONTACT: James F. Bale
235 Courtland Street
Rockford, Michigan 49341

DATA: Eighth grade students.

DESCRIPTION: Rockford Junior High School has individualized programs in English, 8th Grade Science, and Math.

Students in the English program are pretested and given work in keeping with their level of ability. Students in this program may travel through several levels of spelling words. Reading materials and writing assignments are assigned according to students' talents and achievements.

This year, the Jr. High School has incorporated a new science program with emphasis on the scientific approach. Students may work as rapidly as they are capable of doing. They can work in an area of special interest by taking excursions of side trips for futher exploration.

The Math program is divided into twelve phases. Students may move from one phase to another. Each student must master one phase in order to move to the next. Each phase has its own achievement areas, such as, developing mathematical concepts mastery of whole numbers, understanding percentages, utilizing fractions and the like.

Students have the opportunity for contact with many teachers since teachers teach only three of the twelve phases. The students remain in the Math program until they have made satisfactory progress in obtaining fundamental knowledge of math skills. After they have reached this point they can select their course of study in Math.

PLACE: Stephenson Area Public Schools

TITLE: Remedial Mathematics

CONTACT: Edmer J. Lacasse
Stephenson, Michigan 49887
(906) 753-2221

DATA: Academically disadvantaged children in mathematics in grades 7, 8, and 9. Length of operation three years. Instructional materials recommended by special education and guidance staff personnel.

DESCRIPTION: Children are selected based on testing and observation by classroom teachers in mathematics in the grades listed. Staff members select students in upper grades who have clearly demonstrated the ability to help children with academic work. These students are assigned to work with from one to three students who need assistance in mathematics. This is done during the regular mathematics period but in a place separated from the regular classroom. The assignments and material used are provided by the classroom teacher under his direct supervision. Special Education teachers and guidance staff assist with materials used.

This is a small program involving 3 to 5 student aides and about 10 to 12 children. It is evaluated constantly by staff personnel on an informal basis. There is definite and clear evidence of marked improvement in the children involved in the program, not only in mathematics but in attitude toward school, and relationship with teachers and other students.

The success of the program is closely tied in with the type of student selected to work as aide. We find that the average ability student is often most successful in the program.

PLACE: Wayne-Westland Community Schools

TITLE: Pupil Tutoring Pupils: A Step Toward Individualized Instruction

CONTACT: Arlene Corriveau
34505 Hunter
Westland, Michigan 48185
(313) 722-9320

DATA: Students at all grade levels K-12 can be involved. Length of operation three years. Consultants and special subject teachers are used as a resource, but classroom teachers are primarily involved. No special materials are needed, but general supplies such as crayons, cardboard, magic markers, etc. A manual has been written to assist classroom teachers in implementing the tutoring program.

DESCRIPTION: The program is implemented in this manner: a child two or more years older (tutors) is matched with a younger child (tutee) for purposes of instruction. Each tutor receives training, he plans his lesson, executies it, and evaluates it. Materials made in a tutor workshop are used by the tutor to supplement his instruction. Children who are not engaged in tutoring, the actual instruction, are involved in a tutor workshop. The purpose of the workshop is primarily to make teaching aids to be used by the tutors.

PLACE: Wayne-Westland Community Schools

TITLE: Reading Center

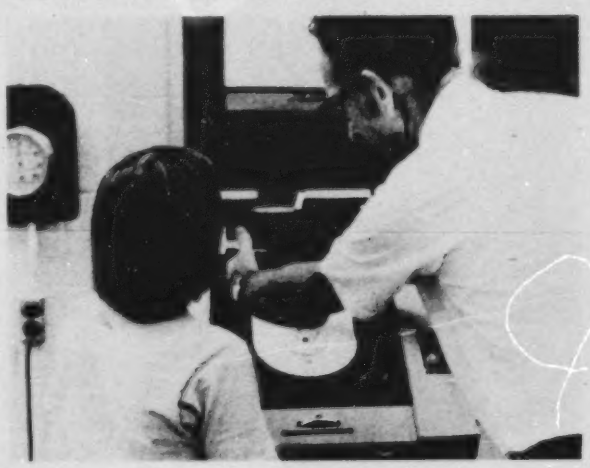
CONTACT: J. Michael Washburn
38501 Palmer Road
Westland, Michigan 48185
(313) 722-1800 (ext. 30)

DATA: Seventh, eighth and ninth graders. Length of operation three years. Reading teacher.

DESCRIPTION: The Stevenson reading program is an intensive, individualized diagnostic-prescription based program. Prescriptions are derived from diagnostic tests as well as information obtained from elementary teachers and administrators. Wide variations in reading abilities are dealt with through individualized programs, consultant scheduling and grouping.

The program is designed to give each student intensive day-by-day instruction and reinforcement. An eclectic approach is used in materials and methods at each grade level with consideration given to each student's learning style.

The junior high program supports the high school program by sending test scores and personal information. Standardized reading tests are also administered to the 9th grade student body upon request of the high schools.



PLACE: Wayne-Westland Community Schools

TITLE: Resource Room Program

CONTACT: Alice M. Miller
John Marshall Junior High School
35100 Bayview
Wayne, Michigan 48185
(313) 722-9210 (ext. 46)

DATA: Children who have disorders in understanding or using spoken or written language manifest in low performance. Children whose development is two or more years below expected level. Length of operation one year. Learning Disabilities Consultant and paraprofessional or student teacher. Diagnostic tests, remedial materials, A.V. materials and inservice for staff. Other innovative L.D. materials.

DESCRIPTION: Students with certain definite problems enrolled in regular classroom with specialized assistance from the Resource Room Teacher in dealing with them in their classroom, including behavioral objectives, curriculum and scheduling modifications, inservice workshops presenting new methods direct assistance in implementation of prescription, providing matrerials necessary for implementation to the teacher.

The Resource Room Teacher is basically a diagnostician of learning disabilities who consults with the clients' teachers concerning best methods of dealing with the child within the regular classroom and provides assistance in form of suggestions on techniques, materials and programs to all teachers.

Evaluation occurs on three levels: *First*, students in the program are individually evaluated in the areas of attitude toward school, attendance, and achievement, by pre-determined pre and post testing instruments results of which are compared statistically. *Second*, on-going evaluation of inservice by participating members is done following each presentation. *Third*, evaluation of whether or not the initial objectives for the Resource Room Program have been met is determined by the staff involved, including administration.

PLACE: Wayne-Westland Community Schools

TITLE: Girls Athletics — Girls Interscholastic League

CONTACT: J. Michael Washburn
38501 Palmer Road
Westland, Michigan 48185
(313) 722-1800 (ext. 30)

DATA: Seventh, eighth and ninth graders. Length of operation three years.

DESCRIPTION: The purpose of the Girls Interscholastic League is to offer a wider opportunity for junior high girls to excel in extracurricular sports. Two years ago, an interschool league was formed within the school district for competition. The girls may choose track and field, volleyball, gymnastics and softball. We hope to begin basketball in the near future; the gymnastics program will be further developed by adding competition in the balance beam, uneven parallel bars, and the trampoline. To evaluate the program each sport is examined by the involved coaches after the season is over; the objective of this is to improve the sport for the future years.

PLACE: Wayne-Westland Community School District

TITLE: Art, Poetry, Music, and You

CONTACT: Donald E. Bedard, Principal
Adams Jr. High School
33475 Palmer Road
Westland, Michigan 48185
(313) 722-4311

DATA: Junior High Students. Length of operation one semester.

DESCRIPTION: A Language Arts Course to teach writing, speaking, listening and reading skills through creative expression. Students write limericks, ballads, haikus, tonkas and free verse. They listen to and analyze folk music and write lyrics as well as illustrate popular music through color and photographs.

PLACE: Wayne-Westland Community School District

TITLE: Money Management for Teens

CONTACT: Donald E. Bedard, Principal
Adams Jr. High School
33475 Palmer Road
Westland, Michigan 48185
(313) 722-4311

DATA: Junior High Students. Length of operation one semester.

DESCRIPTION: This course deals with teenage employment and financial problems. The students probe the difficulties involved in obtaining a full or part time employment. They are made aware of the developing occupational fields as well as those that are dwindling and they learn what their present aptitudes and abilities are through inventories and tests. Interviewing for a job, wise purchasing, budgets, banking facilities, etc., are all part of this course.

PLACE: Wayne-Westland Community Schools

TITLE: Mini-Course — Junior High

CONTACT: J. Michael Washburn
38501 Palmer Road
Westland, Michigan 48185
(313) 722-1800 (ext. 30)

DATA: Eighth and ninth graders. Length of operation two years.

DESCRIPTION: Stevenson Junior High School, non-graded in the eighth and ninth grades, has implemented a wide offering of mini-courses in all areas except science and math for the past two years. It is our contention that junior high school should be a time for exploration and discovery. In implementing this general philosophy we attempt to expose students to as many differest course offerings as possible so that their high school course selections can be more meaningful and their attitude formation can be more positive while in the junior high setting.

Specifically, mini-courses operate in ten week blocks, one hour a day. In some cases, however, such as industrial arts and home economics, courses may operate two hours in succession. It is, therefore, possible for a student to take a total of 21 different classes within a school year.

PLACE: Wayne-Westland Community Schools

TITLE: Outdoor Education

CONTACT: Waino E. Aukee, Principal
1200 Hubbard
Westland, Michigan 48185
(313) 722-3220

DATA: (1) Sixth grade students for elementary portion. (2) Eighth grade or earth science students in Jr. High School. (Approximately 1200 students total 1973-74). Length of operation three years. Teacher/Counselor ratio of 1 to 10. Variety of materials for outdoor curriculum. Program is at leased camp owned by Toledo, Ohio Y.M.C.A. called Camp Storer, Napoleon, Michigan.

DESCRIPTION: Outdoor school is a means of curriculum enrichment, through experiences in and for the outdoors. It provides a variety of learning activities centering around

healthful living, social living, work experiences, and the stimulation of ourdoor interests and skills, and supplementing classroom studies. Students attend a one week session with their teachers during the school year. Additional teaching staff and camp staff provide the variety of program ranging from nature study and conservation to horsemanship and outdoor cooking. Developing social skills and attitudes are important as are the instruction areas not readily taught in the classroom.

Success of the program can be measured by the growth of the program over the three years. A complete evaluation will be done at the end of the 1973-74 school year including parent, student and teacher reaction.

PLACE: Wayne-Westland Community Schools

TITLE: Continuing Education Piano Lab

CONTACT: Donald Toms
3712 Williams Street
Wayne, Michigan 48184
(313) 722-1500, (ext. 228)

DATA: Total community. Length of operation two and one half years. Music teacher. Electronic keyboard system.

DESCRIPTION: The purpose is to offer keyboard instruction to the community at a reasonable rate. The process of reading is a major element in the instruction of keyboard. Every seventh grader has a semester of keyboard in the building where the instruments are housed. In the evening, the facility is open to the community for their continued exploration of musical keyboard skills.

The teachers report on social adjustment and reading and math involvement in the teaching is very positive in their belief that this activity does contribute to the betterment of the students involved.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN SECONDARY EDUCATION

PLACE: Ann Arbor Public Schools

TITLE: Alternative Public High School

CONTACT: Wiley Brownlee
401 N. Division
Ann Arbor, Michigan 48104
(313) 665-0681

DATA: Public School Students, grades 9-12. Length of operation 2 years. Innovative, energetic, student-oriented teachers. 50 year old elementary school building.

DESCRIPTION: 1) *Extended Classrooms*. The school is different because its classrooms extend beyond the walls of the school itself; students are able to study and learn through direct experiences in community settings.

2) *Community Resources*. Each student is expected to elect at least one course per semester — all courses are 9 or 18 weeks in duration. For the most part, students enroll in CR courses at each 9 week interval. Teachers coordinate CR courses and give guidance and information on the wide selection available.

3) *Individualized Schedules*. Offering a 9 through 12 academic program, Community High School uses more than the Community Resource Program. Traditional courses are offered during the regular school day in the Community High building. Also Pioneer, Huron and Earth Works courses including vocational education programs are open to students if they want classes which are not offered at Community High School. Through their teachers, students are able to overcome difficult scheduling problems and use the hourly shuttle bus to take advantage of educational opportunities across the entire district.

4) *Teachers*. Community High School changes the emphasis of the teacher's role. Teachers teach some specific courses, but also have a major responsibility to help a limited number of students (22) design, pursue and evaluate their own learning activities.

5) *Forum*. The forum, known officially as the "Basic Communication Forum", is a unit composed of twenty-two students and their teacher. Its purpose is to: a. assess the educational progress of each student, b. foster effective communication, c. ensure the development of essential skills, d. implement cultural and social activities, e. provide a 'home base' in the school for each student, f. earn credit toward graduation, amount of credit depends on the projects selected by the group.

6) *Accreditation and Graduation*. A student is eligible for a diploma from Community High School when the same minimum requirements for graduation established by the Board of Education for Huton and Pioneer have been completed. Although a student can take as many courses as he wants, the extra credits earned are not intended to be used toward early graduation. Especially in the Community Resource area of career education, there should be an intent by the student to broaden experiences to help make better career decisions and not to think only of the credits needed to graduate from a four year high school.

7) *To Be Involved*. Many business, tradesmen, government offices, and dozens of persons with special skills are welcome to be involved as a Community Resource. Contact Mr. Bill Casello, Community Resource Coordinator, at 665-0681.

8) *Admissions*. Any student within the Ann Arbor School District in grades 9 through 12 is welcome to apply for admission. We are looking for self-actualizing students who want to do their "thing" in education. Applications are available from Ms. Connie Craft, Assistant Dean. Phone 665-0681. At present Community High School has a 450 student capacity.

PLACE: Ann Arbor Public Schools

TITLE: Forum — Teacher

CONTACT: Wiley Brownlee, Dean
401 N. Division
Ann Arbor, Michigan 48104
(313) 665-0681

DATA: Students in, grades 9-12. Length of operation two years. Innovative, Energetic, Student-Oriented. 50 year old elementary school building.

DESCRIPTION: This optional public setup for volunteer students in grades 9-12 emphasizes a different aspect of student-teacher relationship. Each student elects one faculty member to be his forum-teacher. The teacher has one preparation period each day to take care of the forum duties.

Teachers teach some specific courses, but also have a major responsibility to help a limited number of students (22) design, pursue and evaluate their own learning activities.

The forum, known officially as the "Basic Communication Forum," is a unit composed of 22 students and their teacher. Its purpose is to: 1. Assess the educational progress of each student; 2. Foster effective communication; 3. Ensure the development of essential skills; 4. Implement cultural and social activities; 5. Provide a 'home base' in the school for each student; 6. Earn credit toward graduation, amount of credit depends on the projects selected by the group.

PLACE: Ann Arbor Public Schools

TITLE: Career Education

CONTACT: Wiley Brownlee, Dean
401 N. Division
Ann Arbor, Michigan 48104
(313) 665-0681

DATA: Public School Students — grades 9-12. Length of operation two years. Innovative, energetic, student-oriented. 50 year old elementary school building.

DESCRIPTION: 25 to 30 percent of the curriculum is out in the Ann Arbor community. Beyond the walls of the school itself, students are able to study and learn through direct experiences in community settings.

This is not a vocational program but a career orientation project. Over 700 career awareness opportunities are available for student selection. The school is an optional high school for volunteer students in the district. Each student is expected to elect at least one community resource course per semester — all courses are 9 or 18 weeks in duration. For the most part, students enroll in CR courses at each 9 week interval. Teachers coordinate CR courses and give guidance and information on the wide selection available. Other more traditional high school courses are also offered in the building present enrollment — 440.

PLACE: Bloomfield Hills

TITLE: Sociology/Community Services/Teacher Assistants

CONTACT: Mrs. Maxine Baumhart
4200 Andover Road
Bloomfield Hills, Michigan 48013
(313) 647-1224

DATA: Eleventh and twelfth grade students. Length of operation two semesters.

DESCRIPTION: Students have an opportunity to develop responsibility, punctuality, dependability, creative work, an improved self-image, career awareness opportunity, community service function. We have observed definite positive change in all of the above areas.

The students are given a two hour block of time during the school day to achieve these objectives in Community Service. Some students are assigned to Elementary and Junior High Schools to act as tutors, teacher assistants. Others are in county agencies helping in the Courts, Prosecutor's Office, Police Dept. (clerical work) also act as teachers and guides at Cranbrook Institute of Science.

PLACE: Birmingham Public Schools

TITLE: Multiple-discipline, Social Studies (FLEX)

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: Secondary School Pupils at Seaholm High School. Length of operation nine (9) years. A teaching team of six (6) teachers from two (2) or more disciplines. Contemporary soft cover book library. Liberal use is made of multi-media and multi-textual aids in a team-teaching situation.

DESCRIPTION: The purpose of FLEX is to increase student awareness of cultural differences. High school students enroll in FLEX for a three (3) year program cycle. They are instructed in a three-hour time block in the semester of the school year, and in two-hour time block in the second semester. All senior requirements of American Government are included in the program.

The three year teaching cycle is planned by teachers and students during the spring of each year. Specific activities are designed as the year progresses, but follows definite themes.

The current three-year cycle includes: (1974-75) *Man and Society*, studies of life and the institutions of ancient and modern times. (1975-76) *The American Dream*, studies of life and institutions of the American people. (1976-77) *Man and his Culture*, studies of the nature of man, and how man's needs are met in different cultures.

Previous evaluations of the program have indicated strong student and parent support. The district is presently conducting a graduate follow-up survey of attitudes. Future evaluation plans include an assessment of program goal attainment using an objective referenced test.

PLACE: Bloomfield Hills Schools

TITLE: Outdoor Environmental Careers

CONTACT: Dennis Hurley
1219 E. Square Lake Road
Bloomfield Hills, Michigan 48013
(313) 645-1599

DATA: Juniors and seniors at Lahser and Andover High Schools. Length of operation one and one half years. Vocational Agriculture teacher. Farm and equipment.

DESCRIPTION: The Outdoor Environmental Careers Class makes use of a 54 acre farm site in the district to provide students with work and classroom experience in agriculture, interpretive work, and arboriculture. In the first two areas the emphasis is on providing the student with enough background and experiences to allow him to make intelligent career plans. A suburban student interested in agriculture starts out in unfair competition in college classes with rural students. This program also attempts to narrow that gap. In the area of arboriculture our graduates are qualified tree surgeons who can immediately take a place in the tree care industry. Their activities include operating the farm full time, conducting tours for groups, acting as resource people in classrooms for pioneer farming, organic gardening, wildlife interpreters and skills demonstrations. In class and graduate follow up indicate extremely strong student support for the program.

PLACE: Bloomfield Hills

TITLE: CORE — Remedial Reading

CONTACT: Judy Zolman
4200 Andover Road
Bloomfield Hills, Michigan 48013
(313) 647-1224

DATA: Tenth grade students scoring below 8th grade level on reading portion of the Stanford Achievement Test. Length of operation 1 year. Reading specialist, high interest/low vocabulary materials and equipment in reading lab.

DESCRIPTION: In the fall of 1973, Andover High School implemented a program entitled CORE to meet the needs of 10th grade students who scored below the 8th grade level in reading on the Stanford Achievement Test. Students were chosen for the program not only on the basis of these scores, but also through teacher and counselor recommendations. The program was not mandatory and personal contact was made with the parents to explain the program and its purpose.

The CORE is a two hour block program involving three teachers and forty students who receive a social studies credit and an English credit. The class is divided in half and one hour is spent in the classroom and one hour in the reading lab. The social studies/English class is concerned with content such as the media, consumer awareness, the law, and value clarification. High interest/low vocabulary materials are used and the students are given an opportunity to succeed with materials they can handle. The teachers attempt to strengthen basic writing, reading and study skills through a humanistic approach treating each student as an individual.

The students are placed on a level in the reading lab by means of a standardized test. They work with materials which are self-directing and self-correcting and proceed at their own pace on their own level. The primary emphasis is to increase rate, improve comprehension, develop vocabulary, reinforce study skills and listening skills, and develop a plan for recreational reading.

An expansion of the program is planned for next year with the addition of a CORE program for 11th graders in U.S. history and basic writing skills as well as reading.

Post test data is not yet available; however, the success of the program is evident by the feedback from the students, teachers, counselors, parents, and administrators.

PLACE: Clarkston Community Schools

TITLE: Remedial Reading in High School

CONTACT: Mel LeRoy Vaara
6389 Clarkston Road
Clarkston, Michigan 48016
(313) 625-4402

DATA: Secondary (7-11) Students. Length of operation one year. Six Reading instructors.

DESCRIPTION: On the basis of a need, assessment remedial reading services are supplied to those students with the *greatest* need.

Objective No. 1. Raise reading vocabulary skill a *minimum* of one month for each month in program. No. 2. Raise reading comprehension skill a *minimum* of one month for each month in program. No. 3. Raise word recognition skill a *minimum* of one month for each month in program.

Objectives number one and two are evaluated with the appropriate Stanford Reading Achievement Test used as a *Pre* and *Post* test. Objective number three is evaluated with the Botel and/or Miller graded word recognition test used as a *Pre* and *Post* test.

Teacher performance related to the objectives is accomplished with the utilization of behavioral techniques and a semi-station approach. Class size is limited to fifteen students. Individual diagnosis and learning tasks are implemented. Student and teacher plan weekly objectives. Teacher aides are trained and utilized from high grades. On-going material selection, testing procedures, diagnosis, and in-service training is under the direction of a part time coordinator. Initial preparation requires a brief (one-week) period of training and preparation with the teachers.

PLACE: Clintondale Community Schools

TITLE: Alternative high school for drop-outs

CONTACT: Gary A. Davis
35100 Little Mack
Mt. Clemens, Michigan 48043
(313) 791-6300 (ext. 226)

DATA: Potential drop-outs and drop-outs. Length of operation one semester — winter 1974. Secondary teachers sensitive to the special needs of drop-out students. Classroom away from existing school campus.

DESCRIPTION: The purpose of this program is to provide an alternative program for potential drop-out and drop-out students. Counselors at the high school immediately notify the Director of Community Education about potential drop-outs or students already out, they are then invited to the alternative program.

Our experience this past semester indicates a desire on the part of most students to complete their education, and this program appears to meet the needs of most.

PLACE: Farmington Public Schools

TITLE: Special needs Occupational Preparatory and Coop Program

CONTACT: Lewis Schulman, Asst. Superintendent
Secondary Education
32500 Shiawassee
Farmington, Michigan 48024
(313) 477-1300

DATA: Students who have a grade average of 1.5 or less and are unable to succeed in the regular program. Length of operation three (3) years. One (1) Vocational Counselor/Coordinator/Placement Specialist and five (5) Technical Paraprofessionals. Individualized learning materials and additional supplies ($20 per student).

DESCRIPTION: To prepare students who have not, or who most likely will not succeed in regular vocational programs with sufficient knowledge and skill to meet entry level job requirements.

The vocational counselor identifies eligible students. Students are integrated into the regular program. When the number of special needs students is at least five and a maximum of eight, a paraprofessional is employed to work with the special needs students. He is under the supervision of the regular instructor.

Evaluation: 80% of the graduates seeking work were places on a job.

PLACE: Gaylord Public Schools

TITLE: Office Block Seminar

CONTACT: Mrs. Phyllis Kelley, Mrs. Jane VanEtten, Teachers,
Mr. William Granlund, Principal

DATA: Eighty eight plus juniors and seniors. Length of operation 1973-74 school year. Same as contact persons.

DESCRIPTION: A team teaching approach to an individualized office block program. Advisory committee, GATB, Kudar Preference Tests, volunteer work experience for school and community. An individual learning plan is developed each 6 weeks for each student to enable him to progress from basic skill competencies through training for an entry-level occupation (and advancement on that job) in one or more of the following job clusters depending on the student's interest, needs, and abilities: Accounting and Computing, Business Data Processing, Filing Clerks, General Office Clerks, Shipping and Receiving Clerks, Stock and Inventory Clerks, Secretary, Clerk Typist and other office-related occupations.

The goals are to produce office workers who have employable skills; who understand the need for assuming responsibility; who are able to plan and perform work assignments accurately, efficiently with a minimum of supervision; and who understand the functions of an office and a business enterprise.

PLACE: Gaylord Public Schools

TITLE: Student Breakfast

CONTACT: Mr. William Granlund, Principal

DATA: High School Student Body. Length of operation nine months. Regular cafeteria.

DESCRIPTION: Student Breakfast — Each morning from 8:00 to 8:30 the Gaylord High Student Council provides a limited student breakfast for high school students. The program provides fresh rolls, milk, and hot chocolate to students at a minimal charge. The program is entirely student run and profits return to the Student Council. Two members of Student Council serve as preparers and dispensers, plus supervision each day. The only adult help is the preparation of the hot chocolate early in the morning by the cafeteria. About seventy-five students use the program each day along with some faculty members.

PLACE: Gogebic-Ontonagon Intermediate School District

TITLE: Mobile Career Development Unit

CONTACT: Myron Kauppi
Gogebic-Ontonagon Intermediate S/D
Box 218
Bergland, Michigan 49910
575-3438

DATA: Students in Grades 7-12 (Teachers). Length of operation four years. Vocational counselor. Mobile Unit Film Strips-printed occupational information.

DESCRIPTION: Purpose: 1. To orient 8th grade students to the world of work and careers related to their interest. 2. To implement an on-going career education program in all district K-12, emphasizing the dual approach self-awareness and career information. 3. To provide supplementary services to high school counselors.

The unit visits each school in approximately two week intervals with approximately 50% of the time spent with 8th grade students.

PLACE: Grand Rapids Public Schools

TITLE: Educational Park — Alternative Education

CONTACT: Thomas Neat
143 Bostwick, N.E.
Grand Rapids, Michigan 49502
(616) 456-4824

DATA: Tenth, eleventh, and twelfth grade high school students. Length of operation school year.

DESCRIPTION: Educational Park: An "umbrella" that provides opportunities for students in any of the public and non-public schools. Courses and programs that cannot be offered in the regular schools (because of a need for a specially trained teacher, special equipment, or students who are desirous of specializing by taking certain advanced or innovative courses) are offered through Educational Park. Courses and programs that cannot be offered in the regular schools (because of a need for a specially trained teacher, special equipment, or students who are desirous of specializing by taking certain advanced or innovative courses) are offered through Educational Park. Courses and programs are offered through many community resources, including: Art Gallery, Civic Theatre, Hall of Justice, Hospitals, Schools, Businesses, etc. Such courses and programs offer students options to the regular school program. The Ed Park also has the capacity to develop and innovate new courses and programs.

PLACE: Grand Rapids Public Schools

TITLE: Walbridge Academy: An Alternative

CONTACT: Russ Harmelink

DATA: Students in grades 6 through 12 who are dissatisfied with or unable to adjust to the traditional school setting. Length of operation since fall of 1967. Maximum of 15 students per teacher working at various levels.

DESCRIPTION: The school program there is designed to provide students with personalized instruction at each student's level of competence. The program encourages maximum achievement by each individual student.

Regular classes are taught at Walbridge, but unlike traditional schools, it doesn't have homerooms, study halls or facilities for physical education. Students start with four classes a day and expand their schedules as rapidly as they are able to do so.

"In a given class you might find one student working at a 7th grade level and another at 9th grade. This blend works because each student receives individual attention from the instructor and is working at his own pace and capability."

PLACE: Grand Rapids Public School District

TITLE: Incentive to Learn

CONTACT: Mr. Kenneth Folkertsma
143 Bostwick Avenue, N.E.
Grand Rapids, Michigan 49502
(616) 456-4731

DATA: Non-college bound junior and senior students in Grand Rapids Schools. Length of operation three (3) years. The community provides the instruction. Community based job training program using private industry and providing commercial sources (i.e. electronics, cosmetology, dental training, etc.) and other provisions.

DESCRIPTION: The Incentive to Learn Project is a vocational training program offered to non-college bound junior and senior students in the Grand Rapids School district. Any student from a public, parochial, or special school sponsored by the Grand Rapids Board of Education can apply for the program in a career field in which adequate training sites can be provided. Although non-college bound students are eligible for participation in the project, low achieving and/or drop-out potential students have been given priority for a portion of the slots in the program.

The purpose of the program is to provide each participant a "marketable skill" through educational programs available in private schools and/or private community resources. Selected participants divide the school day between high school classes at their base school and skill training locations. Students earn credit for this experience and all costs, i.e., tuition, transportation, uniforms, insurance, etc., are reimbursed from project funds. Funding for the program is in the amount of $79,275.00 for the 1972-73 school year.

The 1972-73 Incentive program has enrolled 149 students in several training programs. Training site placement were in the occupational fields of Electronics, Cosmetology, Medical Assistant, Legal Assistant, Dental Assistant, Automotive Mechanics, Small Engine Repair, Auto Body Repair, Keypunch, Venterinary Assistant, Office Occupations, Teacher Aide, Audio-Visual Repair, Computer Operator, Optometrist Assistant, Cabinetry and Carpet Installation.

Job Placement for students successfully completing the program will be provided as students complete their high school education and are able to accept full-time employment. Part-time employment during the school year is also being developed for students in the skill area that they have chosen.

PLACE: Kearsley Community Schools

TITLE: Practical Experience Program

CONTACT: A. J. Pease, Director Career Education
G-4396 Underhill Drive
Flint, Michigan 48506
(313) 736-8000

DATA: Public High School students, 9-12th grades. Length of operation two hours per day, 5 days per week, 18 weeks. One counselor, five teachers each with one hour released time one hour per week.

DESCRIPTION: An internship is an on-site, practical, participatory, learning experience which relates to a particular career or interest. This means that a student may elect to earn some credits outside the classroom on an equal-time, equal-credit basis. It also means that a student is able to "test out" self and various career areas while learning and before graduation. Students have practical experience interviewing, meeting employer standards, working with people, being evaluated by an employer, and self-evaluating. Records are maintained on the internship experience: employer supervisor evaluations, and student evaluations are included. Future job placement recommendations are made from the Career Education Placement Bureau.

Interns are found in all professional and occupational areas. The major criterion is that the student examines and participates in some experience which may be used to sustain oneself economically.

Extracurricular activities, the second phase of the program, are chosen by the student any may take place at almost any time and any place. They may or may not be related to the student's school activities. Extracurricular activities may be any activity which: A. Involves more people than self, B. Exhibits some organizational structure, C. Does not pay a wage or salary, D. Assists in improving self image.

Any high school student may participate in the PEP. The 3 criteria for earning credits are: A. A minimum of 80% attendance. B. Participation in extra curricular activities. C. Submitting a journal with daily entries and weekly analytical and critical summaries.

Credit is given on a pass/fail basis and is academically accepted.

After two semesters 225 of the 1550 high school students are participating in PEP.

PLACE: Marquette Community School District

TITLE: "High School Learning Disabilities Program"

CONTACT: John Sormunen, Special Ed Coordinator
1201 W. Fair Avenue
Marquette, Michigan 49855
(906) 228-8800 (ext. 280)

DATA: High School Learning Disabilities Students. Length of operation school year. Certified teachers to teach Learning Disabilities.

Special classes were planned on a departmental basis, designed to provide the academic criteria established by the program.

The program encompassed a total of 60 students. Twenty of the 60 are presently enrolled in the "Educationally Mentally Impaired" program, as a result of the screening and testing process, currently being conducted, an additional forty students will be selected on the basis of degree of need to participate in the Learning Disabilities Program.

The students will be placed by grade level, and then worked on a one-to-one basis at their individual achievement and ability level. As stated in my report, a total of 60 students will be involved, 20 freshmen, 20 sophomores, 10 juniors, and 10 seniors.

PLACE: Mount Clemens Community Schools

TITLE: Operation Rap

CONTACT: Sherman Cottingham, Assistant Principal
167 Cass Avenue
Mount Clemens, Michigan 48043
(313) 465-1201

DATA: High School Student grade 9-12. Length of operation three years.

DESCRIPTION: Purpose: to improve human relationships among students.

One or two students are identified and information is spread via word of mouth and personal interest. Clubs are invited to send two representatives who participate and carry information back to club meetings. Teachers are invited by students, or become interested themselves. From the interested persons a congress of 30 students oversees activities of groups.

Such topics as name-calling, fighting, misunderstandings about situations, feelings of students in relation to color, national origin — are discussed and considered.

Students after only a few meetings become more able to express themselves and become more comfortable about airing social issues and manifesting emotional control. They learn about words, incidents, and actions that offend other groups, and tell about feelings of their own in-groups.

PLACE: Niles Public Schools

TITLE: Neighborhood Education Center

CONTACT: Mr. Harold Finley
720 E. Main Street
Niles, Michigan 49120
(616) 683-0731

DATA: Sixty Junior and Senior High Students.

DESCRIPTION: The project concern is the development of the Neighborhood Education Center to provide students who are unmotivated in regular school with an opportunity to acquire basic skills and job related skills in an alternative program of their interest and choosing.

OBJECTIVES: A. Improve academic performance of each student. B. Improve school attendance. C. Improve the drop-out rate. D. Help the students in career goal decision. E. Help to improve self-discipline.

Methods of gaining these objectives: A. Becoming concerned with all phases of the students developmental patterns. B. Intergrading occupational, educational, and person-social information into the respective subject. C. Placing emphasis on self-understanding, self-direction, and acceptance of responsibilities.

ACTIVITIES: A staff of 5 teachers to teach English, Math, Social Studies and Remedial Reading to approximately 60 students (30 senior high students in the A.M. and 30 junior high students in the P.M.) with 2 periods during the week for Physical Education. The Job Coordinator will identify and counsel students needing and requesting jobs and assist them in obtaining employment by contacting employers and establishing working relationships with existing job placement.

FINDINGS: Students have gain self-confidence and working experience with good working habits. They are being prepared for the G.E.D. testing. Some students have been integrated back into a regular school situation. The student attendance has improved greatly over that of the same length of time in the regular school.

PLACE: Plymouth Community Schools

TITLE: Vocational Education Shared Time Program

CONTACT: Harold Gaertner
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100

DATA: Vocational Students from three neighborhood districts, Livonia, Northville, and VanBuren. Length of operation one year. Four vocationally certified teachers. Four Technical Learning laboratories, Auto Body Repair, Building Trades, Dental Assistants, and Nursing Aides.

DESCRIPTION: The Plymouth Community School District has, with the cooperation of three surrounding school districts, formed a shared time vocational program. 100 students from these three districts participate in four vocational programs. The program is operated and housed in the Plymouth Educational Park's vocational facilities and students attend class after the regular school day. They participate in laboratory oriented classwork that is designed to closely relate those occupations found in the world of work. It is interesting to note that along with the shared time vocational program most of the students participate in a full schedule in their local high school and in addition, many hold part-time jobs in the early evening.

The major purpose of this program is for local districts to increase the number of vocational course offerings that students may select while attending high school. School districts entering into such programs are, therefore, able to broaden the range of the high school curriculum with a minimum investment in buildings and equipment. Such programs also insure better utilization of new or existing specialized technical laboratories.

PLACE: Plymouth Community School

TITLE: Happy Room Project

CONTACT: Mrs. Sally DeRoo
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100 (ext. 370)

DATA: Special Education (Type A) Students. Length of operation a little more than one year. Special education teacher. Fully equipped kitchen facility, and laundering facility and dining facilities.

DESCRIPTION: The Happy Room is a vocational training project. Students are taught the necessary skills that are required to work in a restaurant. They are also exposed to other related areas such as laundry and purchasing skills. In addition to "on the job training", classroom work is directly related to the project.

Aside from the fact that vocational training is part of the experience, the students learn to gain confidence in dealing with people and self confidence in their ability to socialize.

The project began as a pilot during the spring of 1973. It was obvious that many of the students in the program were experiencing difficulty in some of the academic areas and in peer group relationships. Consequently, a survey was circulated amongst the staff at Canton High School questioning the feasibility of a staff luncheon. The response proved favorable. The program began with a limited menu (Happy Juliane Salad, English Muffin, coffee or tea for 75 cents). Within three weeks the students were making forty salads a week. The class spirit brightened and all students wanted to get involved. The once "closed door" of the Special Education Room was now proudly open.

The project was continued for the next school year with an increasingly complex menu. The Happy Room Salad Bar is now the Happy Room Restaurant serving up to 67 persons for lunch twice a week.

The operation of the restaurant is becoming more complex. The project has become the class business which is completely self supporting.

The students remain highly motivated and are experiencing a great deal of success. The success of the Happy Room is the success of each student discovering they can be successful when they have a skill to offer.

PLACE: Plymouth Community School District

TITLE: Variable Modular Scheduling

CONTACT: Kent Bulkema
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100

DATA: Students in grades 9-12 (approximately 3500). Length of operation duration of each school year. Computer service to develop schedule.

DESCRIPTION: Students may select a variable (modular) schedule or a traditional schedule format. The modular schedule is made up of twenty 20-minute modules scheduled in a six day cycle repeating itself thirty times in the school year. Class sizes vary from small groups (6-18) to large groups (75-350). Meeting times vary from forty minutes to three hours, and meetings may be scheduled for one through six days. Students have as much as 50% of their time for independent study. The average student has about 30% of his time for I.S.

Scheduled within this framework is a traditional (55-minute periods, six periods repeating each day) schedule. Students and parents select which format they will utilize. Approximately 90% are scheduled on the variable program.

PLACE: Plymouth Community Schools

TITLE: High School Completion

CONTACT: Larry T. Masteller
454 S. Harvey
Plymouth, Michigan 48170
(313) 458-1180

DATA: Inmates — Detroit House of Corrections. Length of operation four years. Certified high school teachers. Normal high school supplies.

DESCRIPTION: The purpose is to offer a high school completion program to allow the inmates to complete thier high school requirements for graduation or to prepare them for GED testing. To implement this program the Plymouth School's equipment to offer a wide range of academic classes. All the traditional subjects are offered in addition to such things as auto mechanics, knitting, sewing, first air, nurse's aid, and others. In four years approximately forth women have graduated from high school.

In 1973 an academic program was developed at the Men's Division. Basic and remedial classes are being offered in the Math and English areas with the more advanced student being tutored for GED testing. In December 10 men took the GED test with 6 passing and 2 others failing only one section of the test. A welding class is also offered with the men being bussed to Ply. Salem High School. Four men have already received jobs following their release.

PLACE: Plymouth Community Schools — Centennial Educational Park

TITLE: Independent Study Program

CONTACT: Carla Garbin
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100 (ext. 334)

DATA: School population. Length of operation school year.

DESCRIPTION: The Independant Study program represents four phases aimed at offering creative opportunities for students during the unscheduled time of a flex-mod schedule. The first phase, "Independant Study for Credit" provides students with an opportunity to pursue or implement knowledge or skills and to receive high school credit for it. The second phase, "Public Platform" presents guest speakers on a weekly basis who make presentations on controversial and current issues. The third phase, "Mini-Courses" presents staff, students and community members with the opportunity to offer abbreviated courses in a variety of areas not traditionally covered in high schools. The final phase, "Infocaps" are information capsules during which staff, students or community members can make presentations or give demonstrations which only require one meeting to be complete.

The Independant Study program is made available to students who wish to become involved during their unscheduled time in activities which could not be offered in a traditional setting and which complement the general educational program.

PLACE: Plymouth Community School District

TITLE: Community Service Education

CONTACT: Mr. Robert Thams
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100, (ext. 326)

DATA: Students at grade levels 9-12, agencies of the community where service is performed. Length of operation school year.

DESCRIPTION: The Community Service Education Program has been in operation three full years in the district. The purpose of the program includes recognition of volunteer service in the community through award of academic credit for the service. Beyond this, the program has sought to bring the academic content of classroom subjects into direct relationship with service in the community. In this important respect the program differs from similar volunteer programs in other districts. Toward this goal the program is being developed in two phases (school year 1974-75 through 1976-77) to provide foundation course work to be taken early in the high school sequence, to be followed by subject related field experience sequences which will provide a continuous and logical academic experience in a single subject including class work and field work for up to three years. To begin with (school year 1974-75) these offerings will be available in civics and the four behavioral sciences: anthropoligy, cultural geography, psychology, and sociology. Additional areas, especially from other departments, will be added as the program develops.

During the current and last school years the enrollment in this program has been at the 250 level. To this point evaluation procedures have been limited to recording of service hours performed, evaluation of individual student performance, and student evaluation of program value and procedures in relationship to their high school experience. The measurement of significant change in attitude of tanget population (in the community) and of more definitive value to students in relationship to their high school program remain to be implemented as the program enters its new developmental phases.

Beginning this school year the program was assigned one full time staff equivalent. No additional staff is required for the new phases, and there exists no other significant directly related program costs.

PLACE: Pontiac Public School

TITLE: Alternative Education Program

CONTACT: Robert B. Siggal
101 E. Pike
Pontiac, Michigan 48058
(313) 332-9165

DATA: Junior and Senior High students. Length of operation one year - September thru June. Thirty special teachers needed and/or para-pros. Programmed tapes, textbooks, A.V. equipment, instructional kits, etc.

DESCRIPTION: Student Advisor — The purpose for Student Advisors within the Alternative Education Program, is to provide a parallelism between the educational consignments supplied in the classroom and the needs of students coming from disadvantaged sociological backgrounds. This parallelism then would be considered as a carry over of educational instructions to real life environment. The Student Advisor deals primarily with providing a bridge between the two, they (Student Advisors) employ unique educational methods to help understand the real life problems of the students. Student Advisors rely upon what students activities are like once they leave the school domain, and then try to bring their (the students) educational needs into focus based upon these activities. Therefore, a Student Advisor spends about half of their working hours in the field (students environment) to help form a smile between the two.

Individuals (Student Advisors) in these positions are para-pros.

PLACE: Pontiac Public School

TITLE: Project Growth

CONTACT: Scott C. Westbrook
1371 N. Perry
Pontiac, Michigan 48058
(313) 334-3541

DATA: Disadvantaged Non-High School Graduates (16 years and older). Length of operation three years. Vocationally Certified Teachers. Varied Shop Equipment.

DESCRIPTION: The purpose of Project Growth is to provide vocational training for non-high school graduates who are 16 years old or older. At the point of readiness, attempts will be made to place the students on a job related to his/her training.

The purpose is achieved by: 1. Individual and small group discussion in skill classes. 2. Support instruction in English and Mathematics. 3. Individual and small group counseling. 4. Placement services.

A student evaluation and a 1972-73 placement report are available.

PLACE: Pontiac Public Schools

TITLE: Job Placement Services for Continuing Education

CONTACT: Donald W. Kaiser
350 Wide Track Drive, East
Pontiac, Michigan 48058

DATA: Continuing Education Enrollees. Length of operation first year. Co-op Coordinators - Job Developers.

DESCRIPTION: A full job placement, career placement and Work-study program for all students enrolled in the Pontiac Continuing Education program.

One Placement Coordinator full time, One Job Developer (para-pro) full time and two part-time Job Placement Specialists (para-pro).

A service to help those students secure employment, up-grade their jobs and gain new skills so that they can better satisfy their career desires.

PLACE: Plymouth Community Schools

TITLE: Work Experience

CONTACT: Richard Bearup
Plymouth-Salem High School
46181 Joy Road
Plymouth, Michigan 48170
(313) 453-3100, (ext. 216)

DATA: High School Students. Length of operation two years.

DESCRIPTION: Many students in our schools hold after school jobs which are not directly related to co-operative training. However, these students are engaging in an additional educational experience learning such worthwhile traits as punctuality and dependability if not a vocational skill. Our staff has recognized this as a worthwhile experience and grant students up to 2-½ credits toward graduation from their "work experience."

In order to qualify for credit, students are placed under a written agreement signed by a designated school official (usually co-op supervisor of that area), the student and the parent. This agreement provides students will meet the requirements of legal employment (hours, lifting, etc.), meet once a week to furnish school officials with records of each week's work schedule, and continue in this job for at least one semester to earn 1/2 credit. The employer will be notified by the school that the student is receiving credit and to notify the school official when employment is terminated. We strongly feel this program is

worthwhile for encouraging students to experience working before leaving school. In addition, the school has developed new employment opportunities for co-op which requires more employer involvement through this program.

PLACE: Portage Public Schools

TITLE: Audio-Tutorial Biological Science Program

CONTACT: Donald Campbell or John Goudie
(616) 327-3081

DATA: High School Sophomores and Juniors. Length of operation full school year. Study carrels, cassette recorders, film strips, film loops, multiplicitive lab materials.

DESCRIPTION: This program is an individualized learning experience in the Biological Sciences. Units are inquiry approach to science instruction based on BSCS material. Students progress at their own rate of speed through the program. Instructional units are disseminated via the teacher's cassette recorder instructions, film loops, film strips, 16-mm film projectors and the teacher's prepared written materials. Students are pre and post-tested when appropriate, summaries or scientific generalizations are critiqued by the instructor, and instructor prescriptions are given to each student. Students have progressed through the Biological Science curriculum with greater speed and less frustration particularly the gifted or severely-handicapped learning students.

PLACE: Portage Public Schools

TITLE: Vocational Building Trades

CONTACT: Less Slagh, Director of Vocational Education
(616) 327-3081

DATA: High School juniors and seniors-2 programs - one each at Northern and Central High School. Length of operation full school year. Vocationally certified trade and industry teachers. Building trade tools and materials, mobile workshop.

DESCRIPTION: Objectives of this program are to give on site real experience in the building trades program. Each high school class builds a fully-finished and equipped house. The classes have developed multi-storied, ranch-type and multi-level homes ranging from $18,000 to $40,000. Students build the building from the foundation up receiving only minimal outside supervision from journeymen technicians. Students become acquainted with materials purchase and selection, architectural drawing, personnel planning, building codes and sales purchase agreements. Best evaluation for the progress of the work is in their great demand by members of the community. 12 houses have been built by this program and sold. Owners report great satisfaction with them. A great many of our graduates from this program have entered into the building trades or have pursued Vocational Education courses in schools of higher education. Profits have completely subsidized the local districts costs of this program.

PLACE: Portland Public Schools

TITLE: Program for Low Achievers
Work Experience

CONTACT: Wes Davids
745 Storz Avenue
Portland, Michigan 48875
(517) 647-6688

DATA: Selected high school students. Length of operation school year.

DESCRIPTION: We use students who are low academic achievers and place them to work handling the food service for our school lunch. We are presently on split-sessions and have a 20 minute break in which our special needs students under the supervision of a lay person handle completely the program. Since the program has started we have had alot less of the low achievers drop-out and we find their school attendance is much better.

We are teaching these people about the world of food services and at the same providing a class of their interest in which they can achieve. Students receive both credit and salary.

PLACE: Royal Oak Public School

TITLE: Opportunity Center, An Alternative High School

CONTACT: George A. Martin
4000 Crooks Road
Royal Oak, Michigan 48073
(313) 435-8400

DATA: Senior High School Drop-outs. Length of operation school year - 4th year. Ability to individualize instruction, plus strong training in language arts. A facility away from the regular high school setting.

DESCRIPTION: The opportunity center of the Roayl Oak School District is a fully accredited high school program. All credit earned by students is granted through the continuing education program. To be eligible for the center, a student must be at least 16 years of age, have been dropped from enrollment from one of our senior high schools, and presently be a resident of Royal Oak.

The center does not operate on the traditional semester basis. Each student's course of study is individualized, based upon his academic, personal employment needs.

PLACE: Royal Oak Public School

TITLE: Secondary Learning Labs

CONTACT: George A. Martin
4000 Crooks Road
Royal Oak, Michigan 48073
(313) 435-8400

DATA: Secondary Students (Mary Lyon Junior High School and Dondero High School) Length of operation five years. Ability to individualize instruction in language with emphasis on reading and the ability to work cooperatively with classroom teachers. Reading materials - hard and software. Portable television equipment.

DESCRIPTION: The learning labs in the secondary schools were developed for two purposes: To assist students in the acquisition of reading skills and to provide alternate strategies for learning in the content area during this process. At Mary Lyon, the program has expanded to the point where the learning lab instructor is cooperatively planning with teachers and supporting a reading instruction class in every Unified Studies classroom. All seventh grade students are rotated into the lab over a period of time to work on their reading skills at whatever developmental level they find themselves.

At Dondero High School the lab instructor has worked cooperatively with teachers in several content areas in developing plans for the teaching of reading in science, buisness and social studies as well as in the English class. In addition to the usual material found in such facilities, she has found a portable television camera a creative stimulus in involving staff and students in reading activities. Taped directed reading lessons using building personnel and inservice tapes are examples.

PLACE: Taylor School District — J. F. Kennedy High School

TITLE: Phase I Academic Program

CONTACT: Judith Nelson
13505 Pine Street
Taylor, Michigan 48180

DATA: Grades 10 through 12. Students reading below the sixth grade reading level. Length of operation 5 years. English, Reading and Social Studies, Reading Consultant teachers. Diagnostic reading tests and reading materials of all types. (Reading Resource Center). Enrollment will vary year to year. Student teacher ratio is held to 15.

DESCRIPTION: The Phase I Academic Program is designed to meet the needs of the low achiever or students reading below the sixth grade reading level. The students spend two hours in the program where they receive English, Speech, Reading and Mass Communication. The student is placed by level rather than grade; this provides for individualized instruction. Social studies (Careers), History and Government is taught by grade level. Minimum standards are set by staff and administration. The program is flexible and may change each year to meet the needs of the student. The student's reading level is diagnosed upon entering the program, and he is tested every 5 to 6 months thereafter to determine growth or need for program change. Evaluative data is available for the past three years. Emphasis is placed on having the teachers in the program develop a warm (I care) relationship with the student. The Phase I Program prides itself for providing avenues of success or alternatives for each student in the program. Social studies, History and Government were added to the reading program because it was discovered that 1 hour of remedial reading a day or week was not sufficient to meet the needs of a high school student.

PLACE: Three Oaks Public Schools

TITLE: Mini-English

CONTACT: Mr. Rudy Leutzinger
River Valley High School
R.R. No. 2, Box 330
Three Oaks, Michigan 49128
(616) 756-9524

DATA: All Students in the English Curriculum, 9-12. Length of operation one year.

DESCRIPTION: All English courses are 6-weeks in length. Ninth grade students complete assigned courses built around basic language skills. Tenth grade students complete six assigned literary skill mini-courses. Juniors and seniors *elect* from a wide variety of writing, thematic literature, speech, and exploratory courses.

According to the objectives of the program, students *explore* different types of language communication by exposure to a wider variety of course offerings. Through this exploration and exposure students have an opportunity to gain a broader knowledge and respect for the many language demands put upon them in a world with such diverse communication systems.

PLACE: Wayne County Intermediate School District

TITLE: "Continuing Education for Girls"

CONTACT: Barbara Kordich, Coordinator
1123 Second Street
Wyandotte, Michigan 48192
(313) 224-2900/283-5656

DATA: Pregnant School — Aged Girls. Length of operation two years. Resource People: Public Health Nurse/Grooming Consultant.

DESCRIPTION: The girls attend classes in a separate facility operated by the intermediate district.

The curriculum is individualized covering business education, English, Social Studies, Mathematics, Home Economics and Family Living. All credits are directly transferable to her home school district. A public health nurse works regularly with the girls to prepare them for delivery. Counseling is an integral part of the program geared toward decision-making and conflict resolution. Group sessions involve parents and the prospective father. Students can remain at the center until they feel confident in returning to their home school.

PLACE: Wayne-Westland Community Schools

TITLE: Career Office Program

CONTACT: Beverly S. Chervenak
John Glenn High School
36105 Marquette
Westland, Michigan 48185
(313) 728-1800, (ext. 74)

DATA: 11th and 12th grade students. Length of operation 3 hours per day for one school year. Four business education teachers in team teaching situation. Electric typewriters, shorthand lab (wireless), IBM Magnetic Card, IBM Composer, electronic display calculators, and duplicating equipment.

DESCRIPTION: C.O.P. (Career Office Program) is a three hour block program designed to develop job entry skills in the following areas: accounting, clerical, secretarial, and typing. Students study intensified units which help to build a background for their career goals. Units are repeated until the job level is reached. A model office is also available to students who are not on Co-op.

PLACE: Wayne-Westland Community Schools

TITLE: Alternative Education Center

CONTACT: Dr. James S. Lombard
3001 Fourth Street
Wayne, Michigan 48184
(313) 728-1880

DATA: Youth between the ages of 15 and 18. Length of operation regular school year. Vocational, psychologist, diagnostician. Regular secondary facilities.

DESCRIPTION: The Wayne Evening Youth Program (WEYP) is an alternative, educational program offered by the Wayne-Westland Community Schools. Its main purpose is to allow students who have experienced some type of difficulty adjusting to the traditional day school program an opportunity to complete the requirements for a high school diploma. Most of the students in this program have been referred by the day school program as attitudinal, attendance, or behavioral problems.

The evening program takes into consideration the fact that many students cannot conform to the rigid and structured requirements of the traditional school setting. Thus, learning experiences are offered in a more flexible atmosphere and with less restraints than are normally imposed in the day school program.

PLACE: Wayne-Westland Community Schools

TITLE: Youth Employment Services

CONTACT: Alma Kelly, Coordinator
3712 Williams Street
Wayne, Michigan 48184
(313) 722-1640

DATA: Youth (ages 14-22) and local employers. Length of operation 3 years. General office equipment and material. Office space in Board of Education Building.

DESCRIPTION: Youth Employment Services is a centralized, free employment service for students and out-of-school youth who want or need employment. As a service to employers in the Wayne-Westland Community Schools attendance area, it is structured to assist them in identifying qualified employees who will be able to meet their present and future employment needs.

Youth Employment Services is actively promoted on a year around basis via personal visits to employers, advertising (mailings and want ads), newspaper feature articles, presentations to service clubs and local organizations.

The program is staffed by a paraprofessional who has been able to place approximately a thousand unemployed youth into job experiences in the last two years.

PLACE: Wayne-Westland Community Schools

TITLE: Municipal Government Internship Program

CONTACT: Ed Phillips
John Glenn High School
36105 Marquette
Westland, Michigan 48185
(313) 728-1800, (ext. 59)

DATA: Presently 6, target of 25 for fall of 1974. Length of operation one session per semester, two sessions per year. Cooperation and coordination with local municipality, use of informative publications produced by the City of Westland.

DESCRIPTION: A one semester, one Carnegie unit credit program, to enable students to obtain a "hands on" experience in the functioning of municipal government. Selected seniors from the Wayne-Westland Community Schools are placed as interns within the various departments of the City of Westland. These students are placed under the direct supervision of a city department head. The students are required to work within their department a minimum of eight hours per week. The scheduling is flexible depending upon the needs of the department and the students' schedule.

A weekly two hour seminar in municipal government is also part of the program. The objective of the class is to expose the students to other theories and programs in municipal governing, and also to mutually evaluate experiences obtained on the job. A term project is required, the topic of which is mutually agreed upon by the student, department, and the teacher-director.

LOCALLY IDENTIFIED PROMISING EDUCATIONAL PRACTICES IN ADULT EDUCATION

PLACE: Berkley Public Schools

TITLE: Child Care for Adult Education students

CONTACT: Robert Torrie, Education Director
2408 Drother
Berkley, Michigan 48072
(313) 545-0990

DATA: Students in Adult Education. Length of operation one year.

DESCRIPTION: Last year the district set up an adult high school completion program during the day. This year the district runs a child care program for children of the adults enrolled in the completion program by making use of the facilities and resources of our high school child care program.

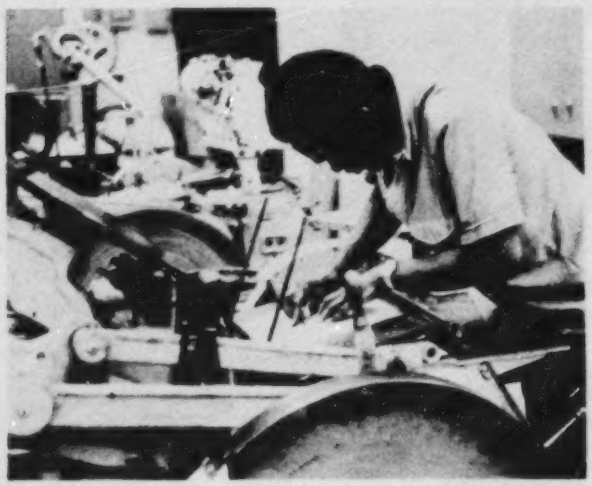
PLACE: Berrien County Intermediate School District

TITLE: Extern Class for Teachers

CONTACT: Don Cameron
711 St. Joseph Avenue
Berrien Springs, Michigan 49103
(616) 471-7725

DATA: Teachers presently employed in constituent schools. Length of operation 30 hours of instruction. Local master teachers plus university personnel.

DESCRIPTION: For the last five years the Berrien County Intermediate School District has sponsored a consortium class titled "Extern Class for Teachers." The class offers graduate credit from Michigan State University, Western Michigan University, and Andrews University. This is a practical, problem solving class, taught primarily by outstanding local practitioners in the field under the guidance of university personnel. The subject for each class session is pre-determined by the class members, and deals with actual application of theory in use. Each year this class has been evaluated as one of the most worthwhile education classes the students have taken.



PLACE: Birmingham Public Schools

TITLE: "Are You Listening?"
Communication Skills for Parents

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: Parents within the school district. Length of operation eight (8) weekly sessions per year for two years. Knowledgeable discussion leaders with experience in family counseling. The program relies heavily on skilled professional group leaders from the community.

DESCRIPTION: The purpose of the "Are You Listening?" program is to assist parents within the school district in listening, communicating, and reacting with their children in an understanding manner.

Parents are invited to participate on a fee basis ($10.00 for six (6) sessions). The program is directed through a five-member steering committee which includes parents, civic leaders, and school personnel. Sponsoring agencies of the program include parent-teacher-student agencies (PTSA), the Birmingham Youth Assistance Association, Common Ground (a counseling center for pre-adults), Junior League of Birmingham, Family and Children's Services of Oakland County, and the Birmingham Public Schools. Professional consultants and group leaders are supplied through the sponsoring agencies.

Evaluation of the program has indicated substantial parent support and positive improvements in family communications, as perceived by parents. Discussion group leaders have indicated that parents have shown improvement in understanding themselves and their family roles, and have become less apprehensive about asking for professional help.

PLACE: Birmingham Public Schools

TITLE: System-Wide In-Service Training Program

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: All administrative and teaching staff. Length of operation one school year. Multi-media aids. The training program is jointly sponsored by the Board of Education and the Birmingham Education Association.

DESCRIPTION: The purpose of the program is to (1) study the district's instructional goals, (2) provide staff with methods and resources to attain the district's instructional goals, (3) enable staff to study the relationships between teachers and pupils, (4) provide opportunities for staff to become familiar with developing areas of the curriculum, and (5) provide staff with opportunities for planning and implementing additional in-service activities.

The program is planned under the leadership of both administrators and teachers working as a team. Activities consist of a general address from a prominent educator followed by study sessions on particular topics of interest. All professional staff in the district participate in the program. Four, one-half day sessions are scheduled throughout the school year. School is not in session during the in-service program.

PLACE: Birmingham Public Schools

TITLE: Citizen Seminar Program (Apple Corps)

CONTACT: Mr. Robert Stevens
550 West Merrill Street
Birmingham, Michigan 48012
(313) 644-9300

DATA: All citizens of the school district. Length of operation nine seminar sessions in two locations over an 18-week period.

Central staff administrators conducted all sessions. Principals and teachers used as resource personnel. Extensive use of multi-media materials. Clients were awarded a lapel pin of recognition upon completion of the series. A sample pin is available if desired.

DESCRIPTION: The purpose of the Citizen Seminar Series is to increase citizen understanding of the district's instructional goals, financial situation, instructional program, administrative practices, and personnel-program evaluation procedures.

Citizens enroll in the seminar series at their attendance area school. Each of nine major topic presentations are followed by small group discussions. Participants are furnished with summary fact sheets and a set of discussion questions at each seminar session.

Output from each study group is disseminated to both the citizens and the administrator responsible for the program. All recommendations of the study groups are forwarded to the Board of Education.

Evaluation of the program has indicated that citizens judged the series to be informative and well presented.

PLACE: Bloomfield Hills Schools

TITLE: Man in Nature Program

CONTACT: Dennis Hurley
1219 E. Square Lake Road
Bloomfield Hills, Michigan 48013
(313) 645-1599

DATA: Seniors at Lahser and Andover High Schools. Length of operation five (5) years. A teacher with wilderness leadership experience. Backpacking equipment. Additional volunteer or staff leaders for a wilderness trip.

DESCRIPTION: The purposes of the Man in Nature Program are: 1. To develop in the student an awareness of the cultural background which shapes his thinking and attitudes regarding the environment. 2. To develop an awareness in the student of the social interactions which thwart meaningful change. 3. To develop in the student a higher level of self-awareness and self-appreciation. 4. To develop in the student an appreciation for the wilderness.

In this one semester, one hour course the student first of all views man's historical behavior as reflected in selected novels, art and music and through lecture and discussion in the following areas: 1. Primitive man; 2. Pioneer man; 3. Romantic man; 4. Modern man.

In the second half of the course the student works exclusively in a group and is rated by the success of his group. The groups are taught various skills including rappelling, orienteering, survival, first aid and general camping skills. They are rated on their ability to solve skill related problems. At the end of this sequence they participate in an eight day wilderness trip where they put into practice group and practical skills learned. Follow up on graduates and through local psychologists indicates positive self concept changes. Strong parent-student support.

PLACE: Brandywine Public Schools

TITLE: Sixth Grade Enrichment Program

CONTACT: Carl F. Stevens
2428 So. 13th St.
Niles, Michigan 49120
(616) 683-4800 (ext. 40)

DATA: 100 to 120 sixth grade students not enrolled in band or choir. Regular sixth grade staff of six teachers. Resource people from the community are called on for assistance whenever possible.

DESCRIPTION: The program, implemented in the 1972-73 school year, meets one hour each day. Classes are project oriented and are rescheduled every three or four weeks with the students choosing their project area from six offered. The projects offered have varied, depending on the interests of the students and the teachers expertise.

Student and parent reaction has been very favorable. Credit, not grades, is given for participation.

The following thirty projects have been offered: Checkers, chess, Christmas workshop, choral reading, creative dramatics, crocheting, decorative plaques, decoupage, dried weed arrangements, Easter workshops, handwriting, kites, knitting, macrame, models, mosaic tile projects, paper mache, photography, playwriting and production, sand core sculpture, sand painting, sand sculpture, speed reading, string designs, styrofoam sculpture, study hall, topic study, weaving, wire sculpture, and woodworking.

PLACE: Coopersville Area Public Schools

TITLE: Writing for Publication

CONTACT: Joan Randall
198 East Street
Coopersville, Michigan 49404
616/837-8131

DATA: Students in grades 11 and 12; grade 10 by permission only. Length of operation one semester (18 weeks). Preparation in Teaching of English-Language Arts. Typewriter, duplicating machine should be available. Journalism textbooks, resource speakers, field trips.

DESCRIPTION: *Writing for Publication* is a one-semester course designed for three major functions: (1) to present for academic study the devices, techniques, skills, and knowledge which make mass media the highly influential instrument of communication it is in the world today. (2) To challenge each student to create and perfect his own literature. (3) To assemble and publish newspaper editions, literary magazines of student creative writings and other mass media communications.

Goals of the course are: (1) To provide instruction and guidance for the student in learning his creative writing capabilities. (2) To provide instruction and guidance for the student in learning to write for publication. (3) To present journalism as a possible vocation. (4) To provide the opportunity for the unlimited pursuit of a student's writing goals. (5) To provide the campus with a student created and oriented publication of journalistic quality. (6) To provide an outlet in the form of a literary magazine for those students who possess a talent for creative writing.

Evaluation techniques: a. Continual examination of quality of written and/or published material. b. Purposeful testing for acquired journalistic knowledge and writing ability. c. Private consultations with each student concerning his creative writing progress. d. Subjective grading of student effort, cooperation and enthusiasm for the project.

PLACE: Coopersville Area Public Schools

TITLE: The Resource Room

CONTACT: Joan Randall
198 East Street
Coopersville, Michigan 49404
616/837-8131

DATA: Elementary and Junior High School students in need of special services. Length of operation regular school year. Regular or Special Education teachers with special skills in teaching of reading, perceptual problems, and self concept development. A variety of materials to supplement the conventional academic program. A physical facility which allows for a quiet area and a number of separate, individual study areas.

DESCRIPTION: The Resource Room is designed to serve students from any regular classroom having a problem in a specific academic area. Many of these same students also have problems in other areas. They have a variety of learning disabilities in the traditional basic skills area as well as perceptual, emotional and social disabilities. These students can profit from additional specialized assistance from the resource room teacher. Students are assigned to the regular classroom; they receive special services in their area of difficulty from the Resource Room teacher for the length of time necessary to overcome the difficulty. The Resource Room may also serve as a "Crisis" room occasionally and as the need arises. To provide balance to the Resource Room concept, students identified as academically gifted or talented may also receive services from the Resource Room teacher. This practice provides services to a variety of students and alleviates the possible stigma which could be attached to a facility which serves only those students with learning difficulty. A fringe benefit of providing services to the academically talented student, along with benefitting the student, provides encouragement to the teacher and assists in his/her mental health.

PLACE: Fitzgerald Public Schools

TITLE: Computer Concepts

CONTACT: William Gayde
23200 Ryan Road
Warren, Michigan 48091
(313) 757-7070

DATA: High School Juniors and Seniors. Length of operation one year. Teacher with data processing work experience. Data Processing Equipment.

DESCRIPTION: Computer Concepts was developed over a two year period with the assistance of an advisory committee to develop these skills in as realistic a setting as is possible. Students learn the operation of data processing equipment and how to write computer programs. They then operate a simulated wholesale office supply company and process all of the data necessary for its operation, including inventory, payroll, billing, account payable and receivable and sales. Student achievement and interest is rated very high. Perhaps the best indicator is that the student enrollment has tripled for the second year.

PLACE: Ionia Public Schools

TITLE: "Cinematography"

CONTACT: Raymond L. Monte
433 Union Street
Ionia, Michigan 48846
(616) 527-0600 (ext. 20)

DATA: High School Students. Length of operation one semester (18 weeks). Regular teacher with knowledge of communications. One 16mm camera, one 16mm projector mag. 1200 feet 16mm mag. strip.

DESCRIPTION: There are five objectives in this course. 1. to learn the basic skills in the operation of the 16mm movie camera; 2. to understand the problems of motion picture production; 3. to introduce the writing practice employed in motion picture production; 4. to introduce techniques of film acting; and 5. to present an example of motion picture productions.

Using the school camera, 16mm Bolex, three films are made. One a documentary, one an entertainment type film, and the other a type of animation. The students write the "shooting script", the scenario, and edit the film. Once the film is edited the student is responsible for "laying in" the sound and music. The final evaluation is the finished production. Some of the films made can be used in some classes such as types of laws and first aid. The entertainment films are shown in the community to various clubs, where they have been well received.

PLACE: Kent City Community Schools

TITLE: Death & Dying

CONTACT: Mrs. Kathy Denhof
35 E. Muskegon Street
Kent City, Michigan 49330
(616) 678-7711

DATA: Senior High. Length of operation 9 weeks or one semester. Social Studies recommended.

DESCRIPTION: This is a course that was started this year and has proven very successful. Inform students of history, religion & customs, legal problems, necessary arrangements at death, and costs. Course outlines available.

PLACE: Macomb County Intermediate Schools

TITLE: Teaching Elementary Teachers the Metric System

CONTACT: Alfred Capoleri
44001 Garfield
Mt. Clemens, Michigan 48043
(313) 465-2101, (ext. 272)

DATA: Teachers in the 21 constituent school districts. Length of operation 3 hours. A teacher knowledgeable in the metric system. Meter sticks, balance, metric scale and weights, construction paper, metric graduated cylinders.

DESCRIPTION: The purpose of the teacher in-service workshop is to teach the metric system to the classroom teacher.

Teachers are taught the metric system through the use of slides, filmstrips and transparencies in a seminar setting.

Teachers spend two hours in a workshop setting learning to measure length, weight, area, volume, and temperature using metric units.

Teachers make appropriate metric teaching aids to involve their students in measurement activities using the metric system.

PLACE: Macomb Intermediate School District

TITLE: Volunteer Teacher Aide Training Program

CONTACT: Pierce H. McLeod
44001 Garfield Road
Mt. Clemens, Michigan

DATA: Volunteer Parents. Length of operation five years.

DESCRIPTION: The Instructional Services Division of the Intermediate School Districts, County of Macomb, has

developed a program of training for Volunteer Parent Classroom Aides. This program is available to any constituent school district in the Macomb County I.S.D. without charge. The program affords: 1) parents and other interested citizens an opportunity for public service, 2) participants an opportunity to develop an understanding of the educational process, 3) participants the opportunity to develop new and satisfying classroom learning experiences.

The training program consists of eight weekly one-half day sessions. The seminar topics include child growth and development, communication skill activities, the role of the teacher, the role of the aide, managing children in the classroom and the utilization of audio-visual equipment.

Volunteer parents begin working in the classroom immediately after the first seminar. The training groups generally run from 15 to 20 participants. Thus far 2,500 volunteer parents have participated in the program.

PLACE: Macomb Intermediate School District

TITLE: A Publication — Macomb Teacher

CONTACT: Patricia Rice and Victor Dene (editors)
44001 Garfield Road
Mt. Clemens, Michigan 48043
(313) 465-2101

DATA: All teachers in Macomb ISD.

DESCRIPTION: The Division of Instruction of the Macomb Intermediate School District edits and publishes the *Macomb Teacher* four times each school year. The *Macomb Teacher* has become a forum for reporting educational practices and thinking both on the local level as well as from the state and national scene. Articles are solicited from classroom teachers and other personnel in the twenty-one school districts of Macomb County and from the staff of the M.I.S.D. The emphasis is on dissemination of good practices rather than the formulation and propogation of theory.

PLACE: Marquette Public Schools

TITLE: Pilot Study on Student Evaluation

CONTACT: Polly Friend
Cherie Lowe
Katherine Feldhauser

DATA: Length of operation 1973-74 school year.

DESCRIPTION: The purpose of this project was to study an alternative way to evaluate students. Teachers, students, and parents were involved in certain aspects of defining objectives, assessing competencies in specified areas and responding to the evaluation method employed. The following implementations were involved: a checklist method instead of a letter-graded report, a thrice revised list of learning objectives for the student, 2 questionnaires given to the parents and the students, two (instead of one) parent conferences, four teacher-student conferences, formation of a parent-teacher committee on student evaluation, and continuous progress reports submitted and responded to by the K-12 Curriculum Council. The pilot student evaluation study permitted the participants to: 1. employ a tool whereby a more specific analyses of a students strengths and weaknesses could be accomplished by the teacher and the student. 2. more concisely discuss and appraise a child's academic progress with both the student and the parent. 3. develop a greater degree of communication between the student, the teacher and the parent. Evaluative data can be obtained from the office of Parkview School.

PLACE: Plymouth Community School District

TITLE: School Farm

CONTACT: Earl Gibson
40260 Five Mile Road
Plymouth Michigan 48170
313-1-453-7735

DATA: Entire community. Length of operation 3 years. General Farm Machinery, Animals, Land, Barn, Farm Manager.

DESCRIPTION: The School District of Plymouth purchased a 305-acre site for a potential multiple high school complex during the middle sixties. Included in the multiple land pieces was a complete farm complex which for several years was allowed to be maintained only as a rental house. The availability for housing animals (both school-owned and 4H projects) was intact and the administration initiated an animal-demonstration farm for the children of the district. Since this early beginning we have reached the following kinds of viewing and participating experiences for the district's children as of this school year: a. A complete farm-animal collection b. An action membership in 4H (200) c. Cider Press d. Honey Extractor e. Collection of farm machinery f. High school student participation in maintenance of equipment and Community Service students as tour guides g. Orchard and Berry Patch h. An 18-acre garden where children may germinate, plant, cultivate, harvest and sell farm produce i. An old bus was renovated to become a Farm Yard Express which takes animals to the schools when visitation is impractical.

PLACE: Plymouth Community School District

TITLE: International Relations

CONTACT: Dr. Jerry Morris
8415 Canton Center Road
Plymouth, Michigan 48170
(313) 453-3100

DATA: High School Seniors — 60. Length of operation last six years.

DESCRIPTION: This course (International Relations) is designed to introduce students to the variables that influence international relations and places considerable emphasis on students determining course objectives and execution. For example, the class selects issues, conducts research, publishes a booklet, organizes a Model United Nations (MUN), conducts briefing sessions for non-International Relation students participating in MUN (approximately 250), and visits New York in the Spring to study at the United Nations. A Group Cohesiveness instrument developed by Dr. Allen Menlo of the University of Michigan and a Group Perception Inventory developed by the Human Development Institute are administered as a pre and post test to determine the extent to which a student directed class promotes positive interpersonal relationships.

PLACE: Plymouth Community School District

TITLE: Administrative Team at Centennial Educational Park

CONTACT: Mr. Bill Brown, Principal
Plymouth Salem High School
46181 Joy Road
Plymouth, Michigan 48170
(313) 453-3100

DATA: 3700 — 4000 9th thru 12th grade students. Length of operation 3 years.

DESCRIPTION: An administrative team comprised of eight area coordinators and two co-principals provides administrative expertise in various subject matter areas and supervision of 450 students and staff. The area coordinators share responsibilities for (1) academic leadership, (2) minor discipline, and (3) follow-ups of school and class absenteeism. Each area coordinator is assigned a number which is used for teacher referral of attendance and disciplinary problems. The student body is divided into eight "houses" of 450 students. Each "house" was originally assigned one area coordinator and one counselor to provide dual guidance-counseling service. A ninth counselor serviced in a crisis situation and worked with all eight area coordinators.

As a result, communication with parents have improved and scheduling is made easier. The plan eliminates the traditional role of the department head and allows for internal promotion of those master teachers who aspire to become administrators. In addition, the plan has decreased the administrative burdens on co-principals and improved the staff evaluation process.

PLACE: Pontiac Public Schools

TITLE: Career Opportunities Program

CONTACT: Nathaniel Clay
Whitmer Human Resources Center
60 Parkhurst Street
Pontiac, Michigan 48058
(313) 335-9461 (ext. 44 or 45)

DATA: Low income community residents/Vietnam Veterans. Length of operation 4 years. Persons more sentized to underachieving pupils. Tremendous involvement of community local city agencies Oakland Community College and Oakland University.

DESCRIPTION: The program is designed to train and retrain persons of low income for meaningful employment. The participants will receive on-site training as teacher assistants and currently be involved in a career lattice concept that will provide them with three options: continue training to a B.A. and teaching certificate, drop training at any point and remain in a meaningful role in the public school, drop training and gain employment in a related area. Consistent within the framework of the program will be development of differentiated school staffing, innovative change at the public school and college level and the change of teacher training procedures.

PLACE: Pontiac Public Schools

TITLE: Job Placement Program

CONTACT: Dominic Paterra
Pontiac Adult and Continuing Education Office
101 East Pike Street
Pontiac, Michigan 48058
(313) 332-9690

DATA: Adult and Continuing Education Students. Length of operation began 8/73 — 6/74. Job Placement Coordinator. Appropriate enrollment/employer forms and career materials. The use of two Job Placement Officers.

DESCRIPTION: Efforts are made to place interested Continuing Education students in part-time or full-time jobs. High school credit for co-op and past work experience is available to those students who qualify.

A class is offered in employer-employee relationships and attitudes which covers ways of applying for jobs, practice interviews, career opportunities, and other job related areas.

The program assists employed workers to achieve greater satisfaction and successes from their present employment and/or helps them advance to a more highly skilled occupation.

Job Placement staff work closely with Special Services to assist students with homebound teaching, personal counseling, transcript/credit evaluations, and transportation and attendance problems as well as making agency referrals.

PLACE: School District of the City of Royal Oak

TITLE: Learning Resource Teachers Program

CONTACT: Neil Leavens
Instructional Materials Center
1730 West Thirteen Mile Road
Royal Oak, Michigan 48073
(313) 435-8400

DATA: Elementary Youngsters K-6. Length of operation four years. One per building plus supporting clerical personnel. Specialized diagnostic test data in reading supported by materials and equipment to supplement prescriptions assigned for children with special needs in reading and other areas of the curriculum.

DESCRIPTION: Learning Resource Teachers working with teachers: consult with the staffs regarding the educational needs of children, share ideas and techniques, demonstrate use of materials and equipment, help implement new ideas in reading and language arts, create learning materials in reading and language arts, set up learning centers, provide leadership, under guidance of principal, for evaluating reading programs and planning future directions.

Learning Resource Teachers working with children: work with group and individual skill development, provide materials and assistance for those involved in research projects, special interest groups, or individualized reading programs, work with them on programmed materials and equipment, provide opportunities for language expression with activities like, taping stories, taking dictation, encourage involvement in readings, plays, poetry, and dramatization.

Currently Learning Resource Teachers, (L.R.T.'s), are working with first and sixth grade teachers to develop prescriptions in the area of communication skills. These prescriptions represent an attempt by the staff to respond to data received via a testing instrument which would determine individual pupil need in the skills areas. Following the prescriptive efforts and support by the L.R.T.'s for the classroom teachers in terms of planning, materials and implementation techniques, the youngsters selected for the pilot project will be post-tested. At that point, we shall be able to evaluate the results of those specialized efforts in reading. The program this spring should also provide us with much valuable data in terms of future planning and directions for more extensive teacher involvement with the prescriptive process at other grade levels.

PLACE: Saginaw Intermediate School District

TITLE: Regional Educational Media Center

CONTACT: Ronald G. Zolton
6235 Gratiot Road
Saginaw, Michigan 48603
(517)-793-3760

DATA: Public and Non-public schools — Saginaw County. Length of operation 12 months. Materials Consultant.

Graphics/Inservice Consultant. Media Computerized booking and retrival system servicing 63,000 students, 2,900 teachers. System provides an organized approach to over 14,000 media items.

DESCRIPTION: The present facilities are located at the Saginaw Intermediate School District building at 6235 Gratiot Road, Saginaw, Michigan 48603. An enclosed floor plan is attached to the descriptive analysis. The facilities include the following rooms: offices, audio-duplicating, previewing, graphics production, diazo, darkroom, printing and distribution center.

Equipment for servicing media include storage racks and shelves, files, four inspection machines, work counters and shipping bins are related equipment.

Materials from the REMC are booked and delivered twice a week to each of the 150 schools in the district (public and non-public). An average circulation day ranges approximately 700 to 750 items of media. The selections by teachers and students are made from a variety of fifteen different media numbering over 14,000 items to choose from. The existing delivery schedule allows everyone of the 65,000 students and 2,900 teachers maximum access to the Center. This is made possible to a large extent by the computerization of the booking and retrieval system. In the 1973-74 school year approximately 100,000 requests were processed, of which actual deliveries totaled 79,185 items, an increase of 15.1% over the previous year.

The overall purpose of the Regional Educational Materials Center is the improvement of instruction through utilization of various forms of media. Facilities needed are both things (instructional materials) and people. A primary concern, therefore, is the way the teachers and the students perceive their roles in the educational process. Perception cannot be changed directly; it can only be facilitated, encouraged and associated. This calls for a method of working with teachers which emphasizes professional growth and development from within rather than from without and which depends upon the creation of optimum conditions for the teacher's personal exploration and discovery of the value and effective use of instructional resources. The challenge is to alter the ways in which teachers perceive (a) the goals of the school program, (b) the students the school serves, (c) the role of instructional materials and the

A major function in establishing and programs which students in optim learning resource professional use communication in constructive chan behavior. (b) the both on what we methods and inst instructional syste proven effective a materials center classify materials purchase equipm

PLACE: Washtenaw Intermediate School District

TITLE: Project BASICS (Building and Applying Strategies for Initial Cognitive Skills)

CONTACT: Jon Bowen
1[illegible] South Wagner Road
Ann Arbor, Michigan 48106
(313) 769-6522

DATA: Volunteer teachers in participating school districts. Length of operation 3 years. Leaders trained by the Institute for Staff Development. Training manuals relative to the program.

DESCRIPTION: Project BASICS is implementing a training program for volunteer teachers of kindergarten, first and second grade in participating school districts throughout Washtenaw County. The BASICS (Building and Applying Strategies for Initial Cognitive Skills) training program was developed by the Institute for Staff Development. Teachers trained in BASICS become aware of the kinds of teaching strategies which will foster development of cognitive skills in children and practice using the strategies in their own classes.

Upon completion of the training program, all teachers demonstrated that they could ask stimulating, open-ended questions five times more often than single-answer closed questions. There was a decided increase in providing students with opportunities for talking and asking supportive questions of their students. Among the students of teachers who participated in the BASICS Project, there were significant increases in cognitive skills compared to students of the same teachers prior to the BASICS Project (a year earlier).

PLACE: Waterford Public School

TITLE: Ninth Grade Social Science — Critical Thinking

CONTACT: Paul O'Neill, Principal
5145 Hatchery Road
Drayton Plains, Michigan 48020
(313) 674-0331

DATA: Ninth Grade Students. Length of operation two years.

DESCRIPTION: Teachers wrote 100 performance objectives and criterion reference measures for ninth grade social science (federalism, freedom and rights, economics, family, crime, and poverty). Pre and post test results are computer tabulated for ease in looking at individual student progress on the objectives. Teachers emphasize the development of critical thinking and reading skills. A variety of new materials and methodologies are utilized and evaluated to assess their impact on student progress.

PLACE: [illegible]

TITLE: [illegible]

CONTACT: Paul O'Neill, Principal
Pierce Junior High School
5145 Hatchery Rd.
Drayton Plains, Michigan 48020
(313) 674-0331

DATA: 8th Grade Students (parent participation, also). Length of operation two years. Two Language Arts-Social Studies; one Math; one Science. Advisable to schedule teacher's conference periods at same time.

DESCRIPTION: An interdisciplinary team of teachers is working with 120 eighth graders in language arts, social studies, ISCS Science and continuous progress math and algebra. Activities have included field trips (a canoe trip, Toronto Museum, The Phoenix Project), simulations, role playing, emphasis on students learning skills of sociologists, graphographers, ecologists, etc., use of value clarification techniques, student teacher planning, selection of mini-courses within the time frame, a Colonial Christmas Party, use of outside resource people. Student progress is reported by evaluation form. Teachers have also written newsletters and personal letters to parents. Teachers share a Personal Development Period for work with students in terms of problems and progress. Flexibility, individual needs, and creativity are emphasized.

PLACE: Wayne County Intermediate School District

TITLE: DARTE — Drug Abuse Reduction Through Education

CONTACT: Mr. Kenneth Kaminsky
1610 Kales Bldg.
Detroit, Michigan 48226
(313) 962-1392

DATA: Teams of Adults & Youth from 36 Wayne Co. I.S.D. Length of operation 1977 to present.

DESCRIPTION: Primarily a trainer of trainers model in substance abuse education and prevention. Leadership teams of adults and students attend a five day workshop usually spread over a three week period. The workshop focus on those things that the team can do when they return, i.e. implementing plans developed at the workshop. Training offers in values education techniques, exploring alternative programs and structures, including students in the decision making process, introducing communication and trust building activities, reviewing school policies and procedures, developing the use of simulations and games. Workshop is process and participation oriented.

The DARTE project trains trainers in substance abuse education and prevention. Clients attend a five-day workshop which is spread over a three-week period. The workshop focuses on those things that the team can do to implement plans developed during the workshop. Workshop training involves value clarification, decision making, trust building, communication, similations, and games.

PLACE: Wayne-Westland Community Schools

TITLE: Child Care Training for High School Students

CONTACT: Nancy Davis
36195 Marquette
Westland, Michigan 48185
(313) 728-1800 (ext. 70)

DATA: High School seniors and three and four-year-olds. Length of operation September through May — three hours a day. High school teacher, preschool teacher. Complete nursery school equipment, resource material for research and instruction of high school students.

DESCRIPTION: The one year course in child care is designed for interested female students. Many phases of child care, parent-child relationships, and the problems of the preschool child are studied. Each day's activities

The program has a threefold concept. The students work directly with the children in the Nursery Class at Kettering Elementary School, plan activities and teaching experiences according to the pre-school curriculum, and works as aids in the school district's pre-school programs and private nurseries.

The group of eighteen students breaks up into groups of six. Each group of six is responsible for the above concepts. A two-week rotation is used to give each student experience in all three areas of learning.

PLACE: Wayne-Westland Community Schools

TITLE: Administrative and Supervisory Training Program

CONTACT: Walter E. Henke, Administrative Assistant
3712 Williams Street
Wayne, Michigan 48184
(313) 722-1500 (ext. 265)

DATA: Two hundred four teachers; 164 men, 40 women; 75% to Admin./Supervisory positions. Length of operation 1962 to present. Use local staff. Cost approximately $1000.00 per year.

DESCRIPTION: Phase I consists of a series of weekly seminar meetings covering all aspects of supervision and administration, including the psychological and philosophical foundations. The administrative trainees continue a full teaching load and serve without additional remuneration. No definite promises are made to any trainee that he will be appointed either as an administrative intern or assigned to an administrative position. The basic purpose of this Phase of the program is to discover those who show promise for administrative leadership.

Phase II of the program is for administrative interns and is carried out in cooperation with the Wayne State University program for administrative internship. The intern is released from all teaching duties for one school year and is assigned to a local principal or other supervisor.

PLACE: Wayne-Westland Community Schools

TITLE: Driver Simulation Center Utilization

CONTACT: Dale W. Goby, Supervisor
Driver & Safety Education
Wayne-Westland Community Schools
3001 Fourth
Wayne, Michigan 48184
(313) 721-2660 ext.246

DATA: High school students. Length of operation one year. Re-train existing staff. Sixteen place Singer/Link Driving Simulator Installations.

DESCRIPTION: Driver simulation is utilized to fulfill a portion of the requirements for successful completion of the Driver Education course. The entire course consists of thirty-five hours of classroom instruction, twelve hours of simulation, and four hours of behind-the-wheel experience. In order for positive transfer to occur between simulation and behind-the-wheel, and most effective learning takes place, close coordination of phases is critical. Research data indicates that when compared with the traditional "30 & 6" driver education program, the coordinated program utilizing driving simulators has increased student mastery of driving procedures and improved visual perceptual capabilities. At the same time, the simulation program has maintained equality in the area of driving skills. Other advantages include a reduction in instructional costs and decreased per pupil consumption of gasoline.

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"Individually Guided Education"

WAYNE-WESTLAND COMMUNITY SCHOOLS 26
"Instructional Management by Objectives Program in Language Arts and Mathematics"

INSERVICE TRAINING

BERRIEN COUNTY INTERMEDIATE SCHOOL DISTRICT 55
"Extern Class for Teachers"

MACOMB COUNTY INTERMEDIATE SCHOOL DISTRICT 58
"A Publication — Macomb Teacher"

MACOMB COUNTY INTERMEDIATE SCHOOL DISTRICT 57
"Teaching Elementary Teachers the Metric System"

WASHTENAW INTERMEDIATE SCHOOL DISTRICT 60
"Building and Applying Strategies for Initial Cognitive Skills"

KINDERGARTEN

BIG RAPIDS PUBLIC SCHOOL 10
"Kindergarten Complex"

COVERT PUBLIC SCHOOL 11
"All-Day Kindergarten"

FREMONT PUBLIC SCHOOL 12
"Transitional First Grade"

FREMONT PUBLIC SCHOOL 13
"Personalized Kindergarten"

GRAND RAPIDS PUBLIC SCHOOL 14
"All-Day Kindergarten Program"

LAKEVIEW PUBLIC SCHOOL 17
"Individualized Programming in Kindergarten"

L'ANSE CREUSE SCHOOLS 18
"Extend Readiness Following Kindergarten"

L'ANSE CREUSE SCHOOLS 18
"Readiness"

RAVENNA PUBLIC SCHOOL 24
"Kindergarten Remedial Program"

RIVERVIEW COMMUNITY 24
"Kindergarten Program"

LANGUAGE ARTS

BENTON HARBOR AREA SCHOOL 10
"Aud-x and Controlled Reader"

BENTON HARBOR AREA SCHOOL 9
"Gross Motor Skills for Reading"

BENTON HARBOR AREA SCHOOL 9
"Work Stations for Reading"

BERKLEY SCHOOL DISTRICT 10
"Wisconsin Design for Reading Instruction"

BRANDYWINE PUBLIC SCHOOL 32
"Mini-Ways to Literature"

DETROIT PUBLIC SCHOOL 11
"Key Reading Center"

GLADWIN COMMUNITY 32
"Communication Skills"

GIBRALTER SCHOOL DISTRICT 13
"D'Nealian Manuscript for Handwriting"

HOLT PUBLIC SCHOOL 15
"Individually Guided Program of Instruction"

JENISON PUBLIC SCHOOL 16
"Continuous Progress/Individualized/Team Teaching"

LAWRENCE PUBLIC SCHOOL 18
"Student Tutoring One-to-One"

LAKE SHORE PUBLIC SCHOOL 16
"Individualized Reading Program"

L'ANSE CREUSE SCHOOLS 17
"Computer Assisted Instruction for Elementary Students"

L'ANSE CREUSE SCHOOLS 17
"Reading Mothers"

MARQUETTE PUBLIC SCHOOL 19
"Prescriptive Reading Inventory — 4th Grade"

NAPOLEON SCHOOL DISTRICT 21
"Increasing Student Performance in Reading"

PLYMOUTH COMMUNITY 23
"Child-Centered Community School"

PORTAGE PUBLIC SCHOOL 23
"Remedial Reading Clinic"

RIVERVIEW COMMUNITY SCHOOL 24
"Kindergarten Program"

WAYNE-WESTLAND COMMUNITY SCHOOLS 38
"Art, Poetry, Music, and You"

WAYNE-WESTLAND COMMUNITY SCHOOLS 26
"Instructional Management by Objectives Program in Language Arts & Mathematics"

LEARNING DISABILITIES AND PHYSICAL HANDICAPPED

BIRMINGHAM PUBLIC SCHOOL 10
"Learning Resource Centers"

FREMONT PUBLIC SCHOOL 12
"Learning Disability plus (Student Aides to Teachers) Pupils"

INKSTER PUBLIC SCHOOL 16
"Experimental Learning Development Center"

MARQUETTE CITY SCHOOL DISTRICT 47
"High School Learning Disabilities Program"

MILAN AREA PUBLIC SCHOOL 35
"Cafeteria Work Experience for Special Education"

MOUNT CLEMENS COMMUNITY SCHOOL 20
"Swimming Programs for L.D. & Physically Handicapped"

NEW BUFFALO AREA SCHOOL 21
"A Multi-Sensory Approach to Learning Disabilities"

WAYNE-WESTLAND COMMUNITY SCHOOL 27
"Child Adjustment Center for the Emotionally Impaired"

LEARNING — MEDIA CENTERS

BENTON HARBOR AREA SCHOOL 9
"Work Stations for Reading"

BIRMINGHAM PUBLIC SCHOOL 10
"Learning Resource Centers"

COOPERSVILLE AREA PUBLIC SCHOOL 57
"The Resource Room"

EATON RAPIDS PUBLIC SCHOOL 11
"Learning Centers"

FITZGERALD PUBLIC SCHOOL 12
"Primary Learning Center"

INKSTER PUBLIC SCHOOL 16
"Experimental Learning Development Center"

MUNISING PUBLIC SCHOOL 21
"Learning Centers"

ROYAL OAK SCHOOL DISTRICT 59
"Learning Resource Teachers Program"

SAGINAW INTERMEDIATE SCHOOL DISTRICT 59
"Regional Educational Media Center"

SWARTZ CREEK PUBLIC SCHOOL 25
"Open, Self-Contained Classroom"

WAYNE-WESTLAND COMMUNITY SCHOOL 26
"T.J.T. Learning Center"

WAYNE-WESTLAND COMMUNITY SCHOOL 26
"Learning Laboratory"

PHYSICAL EDUCATION

BENTON HARBOR AREA SCHOOL 9
"Gross Motor Skills for Reading"

CARMAN SCHOOLS 11
"Drown Proofing"

MOUNT CLEMENS COMMUNITY SCHOOL 20
"Swimming Programs for L.D. & Physically Handicapped Students"

WAYNE-WESTLAND COMMUNITY SCHOOL 38
"Girls Athletics — Interscholastic League"

PRE-SCHOOL EDUCATION

BENTON HARBOR AREA SCHOOL 3
"A Public Pre-School Program"

BENTON HARBOR AREA SCHOOL 3
"A Pre-School On Wheels"

BIRMINGHAM PUBLIC SCHOOL 3
"Early Childhood Screening Program"

CLARENCEVILLE SCHOOL DISTRICT 4
"Pre-Primary Education"

FREMONT PUBLIC SCHOOL 4
"Pre-School Screening for Special Problems (Early Birds)"

LAKEVIEW PUBLIC SCHOOL 4
"Pre-School Orientation"

LAKEVIEW PUBLIC SCHOOL 4
"Pre-School Screening"

L'ANSE CREUSE SCHOOLS 5
"Pre-Kindergarten Orientation, Evaluation & Follow Through"

LESLIE PUBLIC SCHOOL 4
"Kindergarten Individual Developmental Screening — KIDS"

MACOMB INTERMEDIATE SCHOOL DISTRICT 5
Pre-School Screening and Parent Education Program"

WAYNE-WESTLAND COMMUNITY SCHOOL 6
"Schools and Parents Assisting with Resources for Kids in Early Years (SPARKEY)"

WEXFORD-MISSAUKEE INTERMEDIATE SCHOOL DISTRICT 6
"Special Needs Pre-School"

READINESS — TRANSITIONAL

BIG RAPIDS PUBLIC SCHOOL 10
"Kindergarten Complex"

FREMONT PUBLIC SCHOOL 13
"Personalized Kindergarten"

FREMONT PUBLIC SCHOOL 13
"Personalized Kindergarten"

L'ANSE CREUSE SCHOOLS 18
"Readiness"

RAVENNA PUBLIC SCHOOL 24
"Kindergarten Remedial Program"

REMEDIAL EDUCATION

ANN ARBOR 31
"Gaming Approach to Math"

AVONDALE SCHOOL DISTRICT 31
"Reading: A Step Toward Success"

BENTON HARBOR AREA SCHOOL 32
"T.V. Reading"

INGHAM INTERMEDIATE SCHOOL DISTRICT 33
"Highfields Modular Math & Reading Program"

MASON CONSOLIDATED SCHOOLS 34
"Reading Center Program"

MADISON HEIGHTS SCHOOL DISTRICT 34
"Monroe School Targeted Instruction Project"

MONROE CITY SCHOOL DISTRICT 35
"Answer for Reading in the 70's"

PAW PAW PUBLIC SCHOOL 36
"Reading/Study Skills Improvement Program for 7th & 8th Graders"

PORTAGE PUBLIC SCHOOL 23
"Remedial Reading Clinic"

ROCKFORD PUBLIC SCHOOL 37
"Individualized Programs for 8th Grade Students"

STEPHENSON AREA SCHOOL DISTRICT 37
"Remedial Mathematics"

WAYNE-WESTLAND COMMUNITY SCHOOL 37
"Reading Center"

SUBSTANCE ABUSE

FITZGERALD PUBLIC SCHOOL 12
"Drug Education — Grade 4-6"

L'ANSE CREUSE SCHOOLS 17
"DRUG ABUSE: An Early Approach Yield Positive Results"

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT 61
"Drug Abuse Reduction Thru Education — DARTE"

WORK EXPERIENCE — INDIVIDUALIZED STUDY

BLOOMFIELD HILLS SCHOOLS 44
"Sociology/Community Services/Teacher Assistants"

PLYMOUTH COMMUNITY SCHOOL 48
"Community Service Education"

PLYMOUTH COMMUNITY SCHOOL 49
"Work Experience"

PORTLAND COMMUNITY SCHOOL 50
"Program for Low Achievers Work Experience"

WAYNE-WESTLAND COMMUNITY SCHOOL 52
"Municipal Government Internship Program"

WAYNE-WESTLAND COMMUNITY SCHOOL 51
"Youth Employment Services"

MICHIGAN DEPARTMENT OF EDUCATION

GENERAL EDUCATION SERVICES

Promising Educational Practices Nomination Format

Directions: Please use this format for each Promising Educational Practice which you feel meets the criteria listed on the back of this sheet.

SCHOOL DISTRICT: _____

ADDRESS: _____

PROJECT TITLE: _____

CONTACT PERSON: _____
(name) (telephone)

_____
(mailing address) (zip code)

DATA: Clients _____

Length of operation _____

Special teachers needed _____

Special materials or equipment _____

Other _____

DESCRIPTION OF PRACTICE: Describe the purpose and how you implement the practice. Include any evaluative data, if possible.

CRITERIA FOR PROMISING EDUCATIONAL PRACTICES

1. The practice is observable.
2. The practice has been in operation for a period of at least one year.
3. The practice resulted in evidence that a positive change was made in the target population as compared to a prior condition or performance.
4. Evaluative data of the practice are available.
5. Cost data of the practice are available.
6. The practice was not funded with state or federal dollars.

Return completed formats to:

Michigan Department of Education
Experimental and Demonstration Centers Program
Box 420
Lansing, Michigan 48902

PROMISING EDUCATIONAL PRACTICES COMMITTEE

MASA REGION 1

LOREN F. HULSIZER, *Superintendent*
Munising Public Schools

MASA REGION 2

RONALD KOONTZ, *Teacher*
Harbor Springs Public Schools

MASA REGION 3

GARRELL A. ADLER, *Deputy Superintendent*
Kent Intermediate School District, Grand Rapids

MASA REGION 4

T. C. FIPPULA, *Superintendent*
Oscoda Area Schools

MASA REGION 5

MERLE B. MCDONALD, *Superintendent*
Flushing Public Schools

MASA REGION 6

MARY HINTSALA, *Teacher*
Eaton Rapids Public Schools

MASA REGION 7

GEORGE CONTI, *Superintendent*
Portage Public Schools

MASA REGION 8

E. IRENE REPPERT, *Teacher*
Morenci Area Schools

MASA REGION 9

MARY LOU SIMMONS, *Teacher*
Waterford Public Schools, Pontiac

MASA REGION 10

Elmer W. McDAID, *Assistant Superintendent*
Detroit Public Schools

Representing Mich Education Association

PATRICK DOLAN

Representing Mich Association of Elementary School Principals

THOMAS RICHARDS

Representing Mich Association Secondary School Principals

GENE A. THIELEKE

Representing Mich Congress of School Administrator Associations

DONALD LEVERENZ

Representing Mich Association for Supervisor and Curriculum Development

JAMES LEARY

Representing Mich Association of School Boards

ELVIRA VOGEL